

**Public Comment Received via email**

Email address	Date Received	Comment
<p>Jan Day &lt;lamudpie@gmail.com&gt;</p>	<p>October 23, 2021 at 1:20:23 PM</p>	<p>I tried to use the public comment portal but it will not let me do anything but comment on one standard. Because I have too much to say and no option in your portal, I am sending it directly to you in hopes that you will share it with your board.</p> <p>These are my thoughts to share on the standard of Social Studies: BESE needs to put standard education first with reading, writing and arithmetic and focus on the standards of education in mind. The language “included but not limited to” is the open door for BESE to add whatever they want. Leave the personal opinion and religious beliefs to the family. C.C.12 states “Analyze the roles of citizens of Louisiana...interacting successfully with government agencies” That goes both ways, as BESE showed no respect by walking out of a meeting twice before canceling it all together at the beginning of the school year. They need to be grown-ups and control the situation in a positive way. Totally unacceptable.</p> <p>History – 3rd Grade Interpretation is not what you do in educating children of history. History is history and should be taught that way, not someone’s opinion. All groups should be covered the same. Educators are there to teach history, not judge it.</p> <p>Civics – 3rd Grade The wording “not limited to” leaves the door open for Critical Race Theory. All wording should be specific, not vague. The Ten Commandments are not Civics, it is religion and should be left to the family and religious orders.</p> <p>Civics All groups should be considered the same. All men are created equal. Creating too many identities that change with the wind is confusing to grownups much less children. If you are to analyze causes and effects of events in the U.S, be honest and not have opinions imposed on children. In teaching civics, leave it as our constitution is written. Blogs, social media should be left out of education because it becomes political and too personal, this is the parents job. When minority rights are stated, it is better stated “all rights”. Everyone is equal and should be treated that way.</p> <p>History</p>

		Why is history starting from 1898 when United States history started with 1776 by the Declaration of Independence, 1787 with the Constitution and 1812 with Louisiana being admitted into the Union.
King, Wendy E <wking@tulane.edu >	October 24, 2021 6:30 PM	<p>I think your guidelines are good, and age/grade appropriate. I hope that, within each grade level, students are encouraged to consider our state's, country's and world's histories very broadly, and to be able and encouraged to ask questions about events they learn about. For example, if the teacher is talking about slavery, and its long-term impact on our state and country, and the world, the teacher should teach the facts about the slave trade, why it happened, and how it affected people in the Americas, in Europe, and in Africa.</p> <p>Our history has very dark and disturbing periods, and those also must be talked about in both history and social studies classes. All students should learn about these times, and how they shaped our country.</p> <p>Sincerely, Wendy King 2100 St. Charles Ave., #9J New Orleans LA 70130 504-919-0432</p>
"Ashley" <antrichel@yahoo.com>	10/28/21, 11:18 AM	As a concern parent I would like for social studies education to stay the same. Thank you
Aaron Bloch < <a href="mailto:aaron@jewishnola.com">aaron@jewishnola.com</a> >	October 29, 2021 at 1:36 PM	<p>Ms. Buckle,</p> <p>On behalf of the Jewish Federation of Greater New Orleans, I am pleased to submit our recommendations on the Fourth draft of Louisiana's new social studies standards for K-12.</p> <p>Please find attached our Review and a letter from our CEO, Arnie Fielkow, and Board Chair, Brian Katz.</p> <p>Thank you very much for your consideration.</p> <p>Sincerely, Aaron</p>

Aaron Bloch

General Comments: Overall, these revised Louisiana Social Studies Standards Grades for K-12 are strong, balanced, and provide clear direction. The reorganization of the course progression reflected in these standards will greatly strengthen social studies education in Louisiana. We appreciate the addition of coverage of the Holocaust and other genocides and massacres 1) eighth grade, 2) high school world history, and 3) high school U.S. history (8.C.6, US.C.7, and WH.C.10). We strongly advocate for the retention of this coverage. We appreciate the coverage of religious groups in the middle grades (6.H.5, 6.G.7, and 8.H.8.), and we strongly advocate for the retention of this coverage. This review highlights four places in the high school standards that should address religious groups and religious minorities to meet the goal of the standards to address “diverse populations of students found within Louisiana’s schools.” We hope that this will be added. Observing the revision process, we appreciate the dedication and hard work by this group of Louisiana educators to make strong social studies standards for Louisiana’s students. Suggested Additions Third Grade, Civics, p. 16, Add: “3.C.2 Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs, and kings in Babylon, ancient Israel, and Mesopotamian kings deriving authority from divine sources.” Comments: Looking at the third grade standards as a whole on first wave ancient civilizations, they point teachers in the direction of teaching about four “early cradles of civilization”: ancient Egypt (“pharaohs”), Mesopotamia (“Mesopotamian kings” and “Code of Ur-Nammu”), Babylon (“Hammurabi’s code”), and ancient Israel (“Ten Commandments” and “development of different belief systems”). Babylon and ancient Israel should be added so that these civilizations are made explicit rather than implicit. Standard 3.C.3 asks teachers to: “Explain the purpose and effects of rules and laws in early civilizations. Including but not limited to: the Code of Ur-Nammu, Hammurabi’s code, and the Ten Commandments.” At this grade level, it would help teachers to highlight a few civilizations where they could illustrate the relationship between religion and governments. It would be helpful to add a civilization with a contrasting understanding to two current examples. For example, in ancient Israel, the Torah advocated for one law for all, from the king to the slave, known as equality before the law, despite deriving governing authority from a divine being. 2 Civics, high school, History, p. 38, Add: “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, religious minorities, and immigrant and refugee groups, people with disabilities, and LGBT people.” Comments: The current wording of this standard does not include religious minorities, such as Hindus, Jews, Muslims, and Sikhs, who have experienced antisemitism, Islamophobia, and discrimination, yet have made significant contributions to Louisiana and the U.S. This list should capture the full range of the state’s and country’s diversity. U. S. History, high school, History, p.42, Add: “US.H.7 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. Including but not limited to imperialists vs. Indigenous groups, political and military leaders, political and economic ideologies, class, race, ethnicity, religion, and gender.” Comments: To truly address a variety of cultural perspectives “religion” should be added to this list of diverse perspectives. 1. There are two high school standards that list identity categories, and religion is in one (World History WH.H.4), but not in this standard, and “religion” should be listed in both. 2. Adding “religion” to this standard encourages the coverage of the positive

contributions of religious groups as well as the challenges they have faced. For example, Jewish Louisianans have long been a significant religious minority in the state and have made many contributions while also experiencing prejudice and discrimination. Louisiana also has growing populations of Muslims and Hindus. By adding religion, the standard will include these diverse perspectives. 3. A prior version of this standard included "religion". It was deleted from this version, and should be returned. (See "US.6 Analyze the role, major contributions of, and limitations placed on marginalized groups from various racial, ethnic, and religious backgrounds in the United States from 1898 until 2010.") U. S. History, high school, History, p.43, Add: "US.H.8 Analyze the role, major contributions of, and limitations placed on diverse groups of people in the United States of America from 1898 to 2010. Including but not limited to women, Latinos, American Indians, Black Americans, religious minorities, European immigrants, and Asian immigrants." Comments: "Religious minorities" should be added to this high school U.S. history standard to address other kinds of diversity and discrimination not covered by the current text. For example, Hindus, Jews, Muslims, and Sikhs are religious minorities that have experienced limitations and discrimination based on their real or perceived religion. Experiences of bigotry, antisemitism and Islamophobia are not based on race or immigration status. 3 World Geography, high school, History, p. 50, Add: "WG.H.6 Evaluate how historical processes including cultural and religious diffusion, colonialism, imperialism, trade, and migration influence current cultural practices." Comments: Given the influence of religious diffusion on world geography and history, this is an important addition. Standards to be Retained World Studies I, II, II - Elementary Grades 3rd-5th Third Grade, Civics, p. 16, Retain: "3.C.3 Explain the purpose and effects of rules and laws in early civilizations. Including but not limited to: the Code of Ur-Nammu, Hammurabi's code, and the Ten Commandments." Comments: This strong third grade world studies standard on first wave ancient civilizations should be retained because these three law codes provide good comparative examples. Fourth Grade, History, p. 18, Retain: "4.H.2 Describe the development and spread of world religions in early civilizations and Classical Empires." Comments: This slightly revised version of this strong fourth grade world studies standard on second wave ancient civilizations should be retained, as the wording ensures the teaching of world religions and the civilizations in which they arose. Fourth Grade, Civics, p. 18, Retain: "4.C.3 Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, and the Edicts of Ashoka." Comments: This fourth grade world studies standard on second wave ancient civilizations should be retained because of the major impact of religion on governments, from single kingdoms to empires during this time period. The coverage of the variety of relationships between religion and government is important, such as: Islam in Muslim empires; Judaism in Judea and Jewish struggles and relationships with Babylonian, Assyrian, Persian, Greek and Roman empires; and Roman Catholicism and Eastern Orthodoxy with the Roman and Byzantine empires. U.S. and Louisiana Studies I, II, III - Middle Grades Sixth grade U.S. History and Louisiana Studies, History, p. 26, Retain: "6.H.5 Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1580 to 1791. Including but not limited to women, Indigenous people, free and enslaved people, immigrant groups, and religious groups." Comments: This sixth grade standard should be retained because religious diversity is an important part of the early history of Louisiana. Roman Catholic Spanish and French settlers encountered the diversity of Native American

religions. Protestant 4 denominations grew as Americans moved into the region. Enslaved Africans brought religious beliefs and practices with them, and contributed to syncretic religion. Jews are among the traditionally marginalized groups historically in Louisiana. The Louisiana Code Noir, or Black Code, promulgated in Paris in 1724, excluded settlement by Jews and the practice of any religion other than Catholicism in the French colony of Louisiana from 1724-1803 (when the U.S. made the Louisiana purchase). This discouraged the immigration of Jews to the area until the 19th century. The contributions of all the diverse religious groups from 1600 to 1791 should be included in this standard. Sixth grade, Geography, p. 29, Retain: “6.G.7 Analyze causes of migration to North America and the United States of America from 1580 to 1791. Including but not limited to religious persecution, and economic opportunities.” Comments: To be as inclusive as possible this standard should retain “religious persecution” as a cause of migration. Religious persecution led a number of groups to migrate, including but not limited to predominantly Roman Catholic Acadians from Canada to Louisiana, and Jews from Spain, Portugal, the Netherlands, and the colonies of those nations as the Inquisition pushed them out of Europe and the Caribbean, then the Alsace region of France, Germany, and the United States. Religious diversity is an important part of the historical migration to Louisiana. (See <https://jewishnola.com/ourcommunity#:~:text=However%2C%20the%20Jewish%20community%20only,Code%2C%20not%20English%20common%20law> and [https://www.theadvocate.com/baton\\_rouge/entertainment\\_life/books/article\\_84c4fb38-d5b7-5ccf-ab87-6ae8d024db90.html](https://www.theadvocate.com/baton_rouge/entertainment_life/books/article_84c4fb38-d5b7-5ccf-ab87-6ae8d024db90.html) accessed 10/18/2021. Eighth grade, History, p. 34, Retain: “8.H.8 Analyze the contributions and experiences of and limitations on diverse groups of people in the 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.” Comments: This strong eighth grade standard should be retained because the inclusion of “religious groups” includes other kinds of diversity not covered in the list, and also for learning about Hindus, Jews, Muslims, and Sikhs, who also have experienced limitations and discrimination based on their real or perceived religion, such as antisemitism and Islamophobia, and bigotry. As noted previously, Jews are among the historically marginalized groups in Louisiana. The Louisiana Code Noir, or Black Code, promulgated in Paris in 1724, excluded settlement by Jews and the practice of any religion other than Catholicism in the French colony of Louisiana from 1724-1803 (when the U.S. made the Louisiana purchase). This discouraged the immigration of Jews to the area until the 19th century. Eighth grade, Civics, p. 35, Retain: “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.” Comments: We applaud this important addition to the summer draft, which did not mention genocide or the Holocaust, and it should be retained. This standard helps 8th 5 grade students understand the origins of genocide, and the dangers and impact of racism and bigotry. Studying the legacies of genocides, helps students understand human rights, international conventions and law, prevention, and the need for action today. Knowledge of past genocides provides deeper insight into U.S. foreign relations past and present, as well as current conflicts. High School Courses U. S. History, high school, Civics, p. 44, Retain: “US.C.7 Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898

		<p>to 2010. Including but not limited to the Armenian genocide, the Holocaust, the Cambodian genocide, the Rwandan genocide, and ethnic cleansing.” Comments: We applaud this important addition to the summer draft, which did not mention genocide or the Holocaust, and it should be retained. American history students should understand that in some situations racism and bigotry can lead to genocide, and they should know how this history has influenced and continues to influence U.S. foreign policy. World History, high school, History, p. 46, Retain: “WH.H.4 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1300 to 2010. Including but not limited to imperialists vs. independence movements, political and economic ideologies, class, race, ethnicity, religion, and gender.” Comments: The wording of this high school world history standard should be retained, as it captures the full range of diverse perspectives in history, as religious differences played a large role in many world conflicts, and in the diffusion of culture across regions. World History, high school, Civics, p 47, Retain: “WH.C.10 Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to Armenian genocide, Nanjing Massacre, the Holocaust, the Cambodian genocide, and the Rwandan genocide.” Comments: We applaud this important addition to the summer draft, which did not mention genocide or the Holocaust, and it should be retained. This strong high school world history standard should be retained because the study of genocide helps students understand the origins of genocide, and the dangers of racism and bigotry. Studying the legacies of genocides, helps students understand human rights, international conventions and law, prevention, and the need for action today. Knowledge of past genocides provides deeper insight into foreign relations and current conflicts. World History, high school, Geography, p. 49, Retain: “WH.G.4 Analyze the causes and effects of the movement of people, culture, religion, goods, diseases, and technologies through established systems of connection.” Comments: This clear world history standard covers the geography concept of diffusion and movement, which is important, and religion is a key aspect of this geography strand. An academic study of the history and movement of religions is important to 6 world history, and provides context and background for many world history events and trends, so this standard should be retained. World Geography, high school, History, p. 50, Retain: “WG.H.8 Analyze how historical and contemporary migration patterns influence Louisiana’s religious practices, languages, and ethnicities.” Comments: This strong high school world geography standard should be retained when studying Louisiana. Religious diversity is an important part of the early history of Louisiana. Roman Catholic Spanish and French settlers encountered the diversity of Native American religions. Protestant denominations grew as Americans moved into the region. Jews are among the traditionally marginalized groups historically in Louisiana. The Louisiana Code Noir, or Black Code, promulgated in Paris in 1724, excluded settlement by Jews and the practice of any religion other than Catholicism in the French colony of Louisiana from 1724-1803 (when the U.S. made the Louisiana purchase). This discouraged the immigration of Jews to the area until the 19th century. Enslaved African brought religious beliefs and practices with them, and contributed to syncretic religion. Louisiana has a substantial and growing population of religious minorities, and the contributions of all the diverse religious groups should be included in this standard.</p>
Jason Blazier	October 31,	As a concerned parent to a child currently attending second grade that will soon be entering 3rd, I'm concerned with the emphasis in

<p>&lt;jason.blazier@gmail.com&gt;</p>	<p>2021 at 10:14 PM</p>	<p>the curriculum that's placed on a historical world view vs an American view of world events. Any curriculum that intends to teach anything but an American view first should be considered for students as they progress into middle school and high school. There's no need to slant the views of impressionable children during their earliest formative years. American history should be taught above all others.</p>
<p>Rebecca Kelley &lt;rebecca.kelley@ap.sb.org&gt;</p>	<p>November 2, 2021 at 1:02 PM</p>	<p>Hello Ms. Johnson,</p> <p>My name is Rebecca Kelley, and I currently teach sixth-grade social studies at Prairieville Middle School in Ascension Parish. And quite honestly, I'm pretty darn good at it. If you look at my LEAP scores for the past nine years (the entirety of my career), you'll see that my VAM has never been below 99. Why am I boasting and bragging about myself, when that is <b>not</b> my modus operandi? Because I'm trying to use every means possible to be recognized as a valuable resource of information on Louisiana's social studies students. In other words, I hope to be <b>heard</b> while voicing my objections to the new social studies standards.</p> <p>As a highly-effective history teacher who works in the trenches every single day, I was not polled, surveyed, consulted, or asked about the new social studies standards. As I was taking graduate-school classes last year, I was unable to apply to participate in the committee that created these new standards. That being said, I do think the committee should have at least asked Louisiana's social studies teachers some basic questions before making a complete overhaul of the standards. It's not that difficult to send a simple Google Form or SurveyMonkey. That decision, which affects me, my students, my community, and my state, was left to the chosen few, who decided that they alone know what is best for Louisiana's students. That by itself is a kick in the teeth - to know that despite all of my hard work (and consistent, rock-solid results), I am not even worthy of a simple Typeform questionnaire asking my opinions on the benefits and drawbacks of a new curriculum.</p> <p>Using the LADoE's "public comment form" is not an option for me. That format, in which commentators are required to make observations on each specific (new) standard, seems to be designed to discourage comments on the scope of standards as a whole, and indicate that this new framework is a foregone conclusion. I hope this is not the case.</p> <p>As a lifelong history buff (and a history major in college), I'm a firm believer in the Confucian quote: "Study the past to divine the future." My goal is to create new history-lovers, and I happily and freely work well beyond my paid forty hours per week to create relevant, rigorous, and engaging lessons. Please know that my objection to the new standards is <b>not</b> that they will create more work for me.</p> <p>While many of my colleagues are concerned about the ability of the LADoE to provide teachers with the materials necessary to teach the new curriculum, that is not my primary focus. When the 2011 standards were released, there were no accompanying materials from the DoE. Due to the lack of guidance, I created my own entire curriculum including pacing, scope, activities, and assessments. If I did it once, I can do it again. So worries over a lack of guidance are not the basis for my objections. No, my main concern lies with</p>

the impact of these new standards on the students of Louisiana.

Currently in the sixth grade, my world history students learn valuable and **relevant** lessons about:

- the origins of government, social stratification, and job specialization (the Neolithic Revolution)
- the political impacts of geography (Mesopotamia)
- the vulnerability of a nation after a civil war (Sumer and Akkad)
- the effects of geographic isolation (Ancient Egypt)
- the pros and cons of economic interdependence (the Minoans and Mycenaeans)
- the origins and fragility of democracy (Ancient Greece)
- the benefits and balance of a republic (Ancient Rome)
- the perils and dangers of a dictatorship (also Ancient Rome)
- the futility and moral objections of a slave-based economy (more Rome)
- the origins of current religious conflicts (Abrahamic religions)
- the impact of religions on a social structure (Eastern religions)
- the benefits of pre-planning civic units (Ancient India)
- the inefficiency of a bureaucracy (Ancient China)
- the inspiration for our Bill of Rights (Medieval Europe)
- the positive and negative effects of cultural diffusion (the Silk Road)
- the cultural, economic, and political impacts of a widespread pandemic (Medieval Europe)
- the effect an uneven distribution of natural resources (Medieval Africa)
- the societal impact of cultural diffusion (the Crusades)
- the value of learning about perspectives and cultures other than our own

Additionally, today's sixth-graders learn to express themselves verbally and through evidence-based writing, to be critical consumers of presented information, to recognize bias in a historical record (Herodotus, anyone?), and to have a broader perspective of global events in order to rationally predict future developments.

All of those lessons from ancient history (and many more) are relevant to today. As any student of history knows, it is the events in the **eastern** hemisphere which lay the foundation for the events that happen in the **western** hemisphere. As an educator, I'm incredibly disappointed that these complex, sophisticated, and nuanced lessons will be watered down and taught at the primary school level, where students are not yet cognitively capable of understanding the relevance of these events, much less making applications to today's circumstances. I completely agree with Dr. Brumley's statement that students need to learn "what a truly exceptional nation America is" but we can't learn **why** it is exceptional without gaining a deeper level of understanding about the societies that came before it.

There are no words to express how important I think it is to keep early world history in middle school. Only at the junior high level



		<p>are students capable of the sophisticated levels of thought required to grasp these complex concepts. "Downgrading" the standards does a huge disservice to the students and the community. As any one of my current sixth-graders will tell you, a society with a voting populace should have an educated electorate capable of making informed, critical, and analytical decisions. We owe it to the students of Louisiana to not be left behind other states in terms of current cultural relevance and global citizenship. I hope that BESE rejects the new standards. If they do, please thoughtfully consider leaving early world history in middle school, where it can best serve Louisiana's students.</p>
<p>Lois Scheib <a href="mailto:loisscheig@att.net">loisscheig@att.net</a></p> <p>Wealthia Jackson <a href="mailto:wealthia.jackosn@yahoo.com">wealthia.jackosn@yahoo.com</a></p>	<p>Nov 6, 2021, at 11:16 AM</p>	<p>Dear BESE Board committee member:</p> <p>TO-WWN (Together We Win Network) is responding to the Public Comments segment of your work. Please see the attached to review our letter/input.</p> <p>Your task is challenging and very important in so many ways. We appreciate your efforts.</p> <p>TO-WWN Education Committee</p> <p>Lois M. Scheib (<a href="mailto:loisscheib@att.net">loisscheib@att.net</a>)</p> <p>Wealthia Jackson (<a href="mailto:wealthia.jackson@yahoo.com">wealthia.jackson@yahoo.com</a>)</p> <p>Re: Public Comment- Louisiana Social Studies Standards Draft 2021</p> <p>Together We Win Network (To-WWN) is a grass roots group which began in Shreveport in 2013. The overall purpose of the group is to improve the racial climate of our community. Thus, this letter to the BESE board. We believe that the racial climate in our community and the state of Louisiana is improved and enhanced when citizens receive a factual and complete Louisiana and U.S History. A review of the current and proposed standards provides students with a broad perspective of this history and the economic, social, geographical, and governmental implications. The invitation for citizens to review the draft of the social studies standards is welcomed and crucial for citizen and student engagement in education. After reviewing the standards, we ask that the board consider expanding the years of U. S History from the beginning of slavery (I.e early 1600's) instead of the current 1898. In addition, we ask that the board also consider the impact of the system of slavery not only from the economic gains in the south but also related to the economic, governmental, and geographical consequences on the African American citizens effected by this system to the current day.</p> <p>An example of one of the current U S History standards reads as follows: "Analyze the role, major contributions of, and limitations</p>

		<p>placed on diverse groups of people in the United States of America from 1898 to 2010. Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrant”</p> <p>Our Concern: The exclusion of the years beginning in the 1600’s (the reported year of the first slaves being brought to the US) specifically excludes the significant contributions of abolitionists such as Levi Coffin and Harriet Tubman.</p> <p>An example of one of the current Civic standards reads as follows: “US.C.7 Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holocaust, the Cambodian genocide, the Rwandan genocide, and ethnic cleansing.”</p> <p>Our concern: Any inclusion of genocide in world history must include the intentional lynching, amelioration, captivity, incarceration, enchainment, and subjugation of slaves by United States citizens. Omitting the traumatic history of Louisiana citizens does not lead to identifying the links to the causes of the current racial divide, a conversation which is essential to our democracy.</p> <p>It is imperative that people come to a place where they perceive the present behaviors/circumstances of people of color as a reflection of their history. To understand that the higher percentages of people of color dropping out of school, remaining in poverty, being incarcerated, depending on government support does not represent an innate lack of intelligence nor an innate lack of character. Rather in their history they faced roadblocks to their chance to succeed. They were not given equal opportunities, sometimes by law and likewise by the majority. Discrimination and lack of access was linked directly to the color of their skin. Your consideration of this letter and our organization’s concerns is greatly appreciated. We are available for further discussion so please contact us via email providing phone contact information.</p> <p>Sincerely,  Together We Win Network Education Committee  Lois Scheib loisscheig@att.net  Wealthia Jackson wealthia.jackosn@yahoo.com</p>
Neil Ann Parks <naparks5@hotmail.com>	November 17, 2021 at 12:13:14 AM	<p>Dear Dr. Brumley,</p> <p>I’m writing you out of deep concern over the current Draft Louisiana Social Studies Standards for K-12 Curriculum. This draft has already been the subject of BESE hearings that I am only just finding out about from friends (mostly retired teachers from the EBR school system). Rather than rewrite my argument in opposition to your adopting these draft standards, I am forwarding to you the email that I sent to my BESE representative (see below).</p> <p>The “Making Inquiry Critical: Examining Power and Inequity in the Classroom” article cited in my email below is particularly disturbing. It unmaskes the true intent of the C3 Framework for Social Studies and is quite shocking (at least to me) in it’s bald-faced support of advancing Marxism and attacking Capitalism as being a tool of power (white people basically) oppressing marginalized</p>

		<p>and “minoritized” people (BIPOC basically). This document doesn’t even try to hide its subversion of basic US principles of governance. And the catch-phrases contained therein are scattered all throughout the draft Louisiana Standards, in which, multiple times, teachers are admonished that topics must be taught “from the perspective of oppressed citizens: Black, Latino, Native American, and Asian”.</p> <p>I’ve read all 55 pages of the Draft Standards, and all 118 pages of the C3 Framework (ask your committees what they’re adopting; it’s C3 and if they deny it their noses will grow). You have stated you need to take a closer look at these standards, so I urge you strongly, please do so. Pay attention to the verbiage and cross reference it with C3 and these other sources. If you don’t find this effort to be just short of reprehensible, then I thank God my children are in their 30’s and that I don’t have any grandchildren in this state going to your schools.</p> <p>Thank you for your patience and your attention. You ran the Jefferson Parish Schools, so I am hoping that bodes well for your making the right decision here. Before it’s too late.</p> <p>Sincerely, Neil Ann Parks Baton Rouge, La.</p>
<p>Jessica Thibodeaux &lt;jessicathib@yahoo.com&gt;</p>	<p>November 23, 2021 at 1:40 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email. Please see attachment for my public comment.</p> <p>Thanks, Mrs. Jessica Boudreaux Ascension Parish Resident 70774 225-287-5780</p> <p>Kindergarten: K.H.5. “Explain the importance of liberty and equality under the law in the development of America.” K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.” their history.” K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George</p>

		<p>Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p> <p>them.”</p> <p>K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”</p> <p>K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”</p> <p>K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.” unjust.”</p> <p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.” obligation to preserve the right to work.”</p> <p>Add: “Define free exchange of goods and services.”</p> <p>K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.” such as farming, housing construction, and levees.”</p> <p>K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”</p> <p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p> <p>1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”</p> <p>Louisiana, which distinguishes Louisiana within America.”</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of</p>
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service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items. Add: "Explain why people move to earn a better living." Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7. Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace. people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11. Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed." consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities." responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items. Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services." goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana." States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land." their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States." Note: Move from Geography to History.

2.G.10. Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru." Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry

shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.



3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but

not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the

Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a



representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the

assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford,

Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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



		<p>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>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.”</p> <p>C.C.14. “Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law.”</p> <p>C.C.15. “Analyze how local, state, and national governments enfranchised groups throughout U.S. history and its effects.”</p> <p>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.</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> <p>United States History (pp. 42-45)</p> <p>US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events</p>
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and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.  
 Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the

		<p>Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”</p> <p>US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”</p> <p>US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”</p> <p>World History (pp. 46-49)</p> <p>WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”  Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”  Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”</p> <p>WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”</p> <p>WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”</p>
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WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

WH.C.13. "Analyze civic and democratic ideals that have influenced world

governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

		<p>WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but</p>
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		<p>not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p>
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		<p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>Jessa Reynolds &lt;jessablaine@gmail.com&gt;</p>	<p>November 23, 2021 at 2:38 PM</p>	<p>Please find below the comments that I wish to have logged into the public record.</p> <p>I am citing the National Association of Scholars' recommendations that were addressed to BESE in an October 2021 article; I have read and fully agree with all of the following and it is my wish that LDOE would implement all revisions (please see the article in its entirety <a href="https://www.nas.org/blogs/article/letter-reforming-louisiana-social-studies-standards">https://www.nas.org/blogs/article/letter-reforming-louisiana-social-studies-standards</a>).</p> <p>I appreciate the opportunity to participate in this review and I thank you for your assistance in guaranteeing that my commentary is recorded.</p> <p>Respectfully, Jessica Reynolds</p> <p><b>Kindergarten</b></p> <p><b>K.H.1.</b> “Describe how <del>communities</del> <u>nations</u> can change over time.”</p> <p><b>K.H.3.</b> “Compare life in <del>communities of</del> <u>America</u> in the past to life today.”</p> <p><b>K.H.4.</b> “<del>Compare traditions in various communities, including those from diverse backgrounds.</del> <u>Learn America’s traditions.</u>”</p> <p><b>K.H.5.</b> “<del>Explain the importance of equality and diversity in building strong communities.</del> <u>Explain the importance of liberty and equality under the law in the development of America.</u>”</p> <p><b>K.H.6.</b> “<del>Describe ways in which students and families are alike and different across diverse cultures and time periods.</del> <u>Describe how Americans have changed and stayed the same in the course of their history.</u>”</p> <p><b>K.H.8.</b> “Identify the causes and effects of significant events in a <del>community</del> <u>Louisiana history.</u>”</p> <p><b>K.H.9.</b> “Explain why <del>certain events, ideas, and individuals are celebrated.</del> <u>Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.</u>”</p>

~~K.H.10. "Identify the influence of various ethnic groups on communities in Louisiana. Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."~~

~~K.C.1. "Explain the purpose of government. Identify mankind's natural liberties and explain how government can sustain them."~~

~~K.C.2. "Describe organizations within the community that help solve issues. Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."~~

~~K.C.3. "Identify and give examples of how rules help people work together. why people usually should be free to determine their own course of action."~~

~~K.C.4. "Describe the importance of rules and the consequences of not following them. conscience to judge whether a rule is immoral or unjust."~~

~~K.C.5. "Explain how people work together in a community to make decisions. Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."~~

~~K.C.6. "Identify roles and responsibilities of self and others in school, home, and in a community. private citizens and public officials in the parish and town."~~

~~K.C.7. "Identify elected leaders in a local community of the parish and town and describe their roles."~~

~~K.E.3. "Identify places in the community parish that provide goods and services."~~

~~K.E.4. "Define trade and explain why trade is necessary for a community and how it varies across communities. explain why individuals trade, and provide examples of different types of trade."~~

~~K.E.5. "Differentiate between wants and needs. primary expenses, such as food, clothing, and shelter, and discretionary expenses."~~

~~K.E.6. "Identify jobs and industries within a school and community parish."~~

~~K.E.8. "Identify goods and services produced in local communities different parishes in Louisiana."~~

**K.E. New Items.**

*Add:* "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

*Add:* "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

*Add:* "Define free exchange of goods and services."

~~K.G.3. "Identify ways humans interact with their environment in a local community. Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."~~

~~K.G.4. "Identify rural, suburban and urban communities parishes."~~

~~K.G.5. "Explain how weather impacts daily life and choices. Explain how Louisianans have adapted successfully to their climate."~~

~~K.G.6. "Identify examples of different cultures in a local community. Louisiana's distinctive form of American culture."~~

*Note:* Move from Geography to History.

~~K.G.7. "Explain why people choose to move from place to place."~~

~~K.G.8. "Explain how the physical environment has positive and negative effects on communities in Louisiana. Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."~~

**Grade 1**

~~1.H.2. "Compare life in communities of America in the past to life today."~~

~~1.H.4. "Compare the lives of people Louisianans today in various communities, including those from diverse backgrounds. urban, suburban, and rural parishes."~~

~~1.H.5. "Compare perspectives beliefs of people in the past to those of people in the present."~~

~~1.H.6. "Describe a historical event from a variety of cultural perspectives. how different observers described a single historical event."~~

~~1.H.7. "Explain the contributions of diverse individuals and groups to the development of Louisiana. Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans. how varied nations united themselves to forge and develop Louisiana."~~

~~1.H.9. "Describe the influence of American Indians in Louisiana's past and present culture. Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."~~

~~1.H.12. "Explain why refugees have relocated into Louisiana in the past and present."~~

*Note:* This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

~~1.C.1. "Describe the purpose of liberties guaranteed by Louisiana's state government."~~

~~1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."~~

*Note:* "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

~~1.C.6. "Describe democratic American principles. Including but not limited to equality, freedom, liberty, and respect for individual rights. inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."~~

**1.C. New Item.**

*Add:* "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

~~1.E.3. "Describe how different jobs, in both public and private institutions, help people in the community. public and private jobs help Louisianans."~~

~~1.E.4. "Describe how Louisiana's economy benefits society at large America."~~

~~1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying wants and needs primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."~~

**1.E. New Items.**

Add: “Explain why people move to earn a better living.”

Add: “Describe how free economic choice benefits the individual and the country.”

**1.G.4.** “Describe ways people change their environment to meet their needs improve their lives.”

**1.G.5.** “Identify and describe environmental and cultural characteristics that influence places and regions in Louisiana. Including but not limited to weather, climate, and ecology. Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.”

**1.G.6.** “Identify possible solutions to the problems related to the environment in Louisiana. Including but not limited to floods, levees, Louisiana’s disappearing coastline, oil spills, wetlands loss, and sea level rise. Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

**1.G.7.** “Describe how culture and experience influence the cultural landscape of places and regions in Louisiana.”

Note: **1.H.10** provides coverage. Delete and do not replace.

**1.G.8.** “Explain how and why people and goods move from place to place.”

Note: A suggested replacement in **1.E. New Items** provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.

**1.G.9.** “Identify the interactions of Louisiana with organizations around the world. Including but not limited to immersion programs, international festivals, and international organizations. how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

**1.G.10.** “Compare both the physical and cultural characteristics of communities throughout Louisiana.”

Note: **1.G.5**, as emended, provides coverage. Delete and do not replace.

**1.G.11.** “Explain how the physical landscape of Louisiana impacted the settlement of Indigenous people and early settlers.”

Note: **1.G.5**, as emended, provides coverage. Delete and do not replace.

**Grade 2**

**2.H.2.** “Compare life in communities of America in the past to life today.”

**2.H.3.** “Describe how events, people, and innovations of the past affect the community parish, state, and nation in the present.”

**2.H.4.** “Compare perspectives beliefs of people in the past to those of people in the present.”

**2.H.5.** “Explain historical events from a variety of perspectives. how different observers can interpret the same historical events in different ways.”

**2.H.6.** “Explain the contributions of diverse individuals and groups to the development of Louisiana. Including but not limited to American Indians, Black Americans, Latinos, and Asian Americans. Explain how individuals of varied nations united themselves to forge and develop America.”

**2.H.8.** Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have

liberated and enriched mankind.”

~~2.H.10. “Explain how the diverse cultural makeup of the United States influences Louisiana. Louisiana embodies America’s tolerant and pluralist culture.”~~

~~2.C.2. “Explain how an effective government creates order, establishes justice, and meets the needs of citizens. Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”~~

~~2.C.4. “Explain the purpose of rules and laws in the United States. Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”~~

~~2.C.5. “Compare state and national leaders elected officials and explain their roles and responsibilities.”~~

~~2.C.7. “Describe how civic virtues guide governments, societies, communities, and individuals. Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”~~

~~2.C.8. “Describe how democratic principles guide governments, societies, communities, and individuals. American principles inspire and guide individual Americans.”~~

**2.C. New Items.**

*Add:* “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

~~2.E.1. “Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.”~~

~~2.E.6. “Explain how scarcity of resources and opportunity costs requires people to make choices to satisfy wants and needs. Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”~~

~~2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”~~

~~2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”~~

~~2.G.5. “Describe why and how people in the United States have modified their environment in the past and present. Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”~~

~~2.G.7. “Describe the impact effect human activity has had on the environment of North America and the importance of conservation and preservation, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”~~

~~2.G.9. “Describe the cultural and economic regions regionally varied culture and economy of the United States.”~~

Note: Move from Geography to History.

**2.G.10.** ~~“Describe the ways various cultural groups connect and interact within the United States.”~~

Note: **2.G.9**, as emended, provides coverage. Delete and do not replace.

**Grade 3**

**3.H.2.** “Describe early human migration out of Africa, first to Europe and Asia, then to the ~~Americans~~ Americas and Australia.”

**3.H.3.** “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in ~~Africa, the Americas, Asia and Europe.~~ Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

**3.H.4.** ~~“Interpret historical events from a variety of historical and cultural perspectives. Explain how different observers interpreted select historical events in different ways.”~~

**3.H.5.** ~~“Analyze historical events from the perspectives of marginalized or underrepresented groups. Including but not limited to enslaved or conquered peoples, women, nomadic and pastoral peoples.”~~

Note: **3.H.4**, as emended, provides coverage. Delete and do not replace.

**3.H.6.** “~~Explain historically accepted~~ the causes and effects of significant historical events. *Including but not limited to the Neolithic Revolution, the development of city-states, and the development of different belief systems, rise and decline of early civilizations in Africa, the Americas, Asia and Europe. the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.*”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

**3.H.7.** ~~“Explain the settlement and development of complex societies in~~ Analyze the history of what would become Louisiana. *Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.*”

**3.C.2.** “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

**3.C.5.** ~~“Compare and contrast the roles and rights and privileges of individuals in different early civilizations to those in the United States and Louisiana today. Including but not limited to military service, decision making, and leadership. Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”~~

**3.C. New Items.**

*Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”*

**3.E.1.** “Explain how the interaction between producers and consumers satisfied economic ~~wants and needs~~ desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animals furs, cowry shells, gold, porcelain and bartering.”

~~3.E.7. "Explain how trade leads to increasing economic interdependence among nations. Including but not limited to trade between Egypt and Kush."~~

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

~~3.E.8. "Explain how specialization influenced the growth of early civilizations. Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."~~

**3.E. New Items.**

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

**3.G.4.** "Explain how the ~~cultural~~ and physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

**3.G.5.** "Analyze and explain the ~~cultural~~, physical, and environmental characteristics of places and regions and how they change over time."

**3.G.6.** "Analyze and explain how ~~the cultural aspects of a region~~ an ancient civilization's culture spread beyond its borders. *To include but not limited to belief systems, food, language, practices, traditions, and values.*"

Note: Move from Geography to History.

**3.G.7.** "Explain how various ~~changes~~ improvements in transportation, communication, and technology ~~influence~~ quicken the movement of people, goods, and ideas. *Including but not limited to the wheel, roads, aqueducts, and canals.*"

**Grade 4**

**4.H.2.** "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. *Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.*"

**4.H.4.** "Interpret historical events from a variety of historical and cultural perspectives. *To include but not limited to Romans or Han Chinese vs "barbarians", conquerors vs the conquered. Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.*"

**4.H.5.** "Analyze historical events from the perspectives of marginalized or underrepresented groups."

Note: **4.H.4**, as emended, provides coverage. Delete and do not replace.

**4.H.6.** "Explain ~~historically accepted~~ causes and effects of significant historical events between 700 BC- 700 AD. Including but not

limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

*Note:* “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

**4.H.7.** ~~“Explain the settlement and development of complex societies in~~ Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

**4.H. New Items.**

*Add:* “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

**4.C.3.** “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Ashoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

**4.C.4.** “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

**4.C.7.** “Analyze the rights, roles, responsibilities, and ~~limitations~~ extent of the concept of citizenship in Classical Greece and Rome.”

**4.C.8.** ~~“Compare and contrast the roles and rights of individuals in second-wave civilizations to those in Louisiana today. Including but not limited to military service, voting, civic engagement, decision making, leadership, individual freedoms, and the requirements for citizenship.~~ Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

**4.C. New Items.**

*Add:* “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

**4.E.1.** “Explain how the interaction between producers and consumers satisfied economic ~~wants and needs within and across~~ desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

**4.E.4.** “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

**4.E.5.** “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining



legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

**4.E.8.** Explain how trade leads to increasing economic interdependence. *Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.*

**4.E. New Items.**

*Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”*

*Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”*

**4.G.4.** “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources ~~shaped the development of civilizations and empires between 700 BC – 700 AD.~~ Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

**4.G.5.** “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment ~~between 700 BC and 700 CE.~~ to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

**4.G.6.** “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to ~~rural vs urban, major waterways, pandemics, and slavery.~~ population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

**4.G.7.** “Analyze the ~~impact~~ the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

**4.G.8.** “Explain how various ~~changes~~ improvements in transportation, communication, and technology ~~influence~~ quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 5**

**5.H.2.** “Describe ~~changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600 AD.~~ Including but not limited to the Great Dying, the development of the transatlantic slave trade; Spanish, Portuguese, and French colonization efforts in South and North America. Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

**5.H.3.** “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 ~~BC~~ AD - 1600 AD.”

**5.H.4.** “Analyze historical events from the perspectives of marginalized or underrepresented groups. Including but not limited to

*Taino and Aztec perspectives on Spanish colonization; indigenous perspectives on the encomienda system; and the perspectives of enslaved Africans and indigenous people. Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”*

**5.H.5.** Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline ~~and interactions between~~ of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

**5.H. New Items.**

*Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”*

*Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”*

**5.C.1.** “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parlements and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

**5.C.3.** “Analyze the methods used by governments to create order, establish justice, and ~~meet people’s needs~~ promote the general welfare between 600 - 1600 AD. *Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”*

**5.C.4.** “~~Compare and contrast the roles and rights and limitations on individuals in different civilizations and societies from 600–1600 CE to those in the United States and Louisiana.~~ Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

**5.C. New Items.**

*Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”*

*Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”*

**5.E.1.** “Analyze how the interaction between producers and consumers satisfied economic ~~wants and needs~~ desires within and

across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

**5.E.3.** “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. *To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.*”

**Note:** Mercantilism is a post-1600 theory.

**5.E.4.** “Explain how market conditions and economic activity ~~impacted~~ affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

**5.E.5.** “Analyze how governmental decisions ~~impact~~ affect economic ~~well-being~~ prosperity.”

**5.E.6.** “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition ~~impact~~ affect economic decision-making.”

**5.E.7.** “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

**5.E.8.** “Describe ~~how trade leads~~ the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

**5.E.9.** “Analyze how specialization, comparative advantage, competition, and new technology ~~influence~~ increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

**5.E. New Items.**  
*Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”*

**5.G.4.** “Explain how ~~societies~~ civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD ~~impacted the environment in a variety of ways. Including but not limited to salinization, pollution, and decreasing soil fertility.~~ successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

**5.G.5.** “Describe ~~how cooperation and conflict within and among the societies~~ Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD ~~influenced the division and~~ competed to control of land and resources. *To include but not limited to Ghana, Mali, and Songhai’s control over much of the world’s gold supply, military conflict between Aztec and Inca empires with Spain, and the development of the Columbian Exchange the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.*”

**5.G.6.** “Analyze ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration, and colonization. *Including but not limited to economic growth in Europe following*

exploration and colonization, the devastation of indigenous populations due to smallpox and other diseases. Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6**

**6.H.2.** “Analyze connections between events and developments in U.S. history from 1580 to 1791 ~~and with global historical events and developments with their European background and context.~~ Including but not limited to the Iroquois Wars and the demand for fur in Europe, events in Europe and the Americas prior to and during European exploration and colonization and the role of the Enlightenment on the development of the U.S. government. the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

**6.H.3.** “Analyze conflict and compromise that occurred in North America from 1580 to 1791. Including but not limited to the convergence of the Europeans, American Indians, and Africans; slave rebellions including the Stono Rebellion; Indigenous societies in North America before and after European colonization; African societies before and after the transatlantic slave trade; British colonial America before and after the American Revolution. Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

**6.H.4.** “Analyze multiple factors that influenced the perspectives of individuals and groups from 1580 to 1791. Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

**6.H.5.** “Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1580 to 1791. Including but not limited to women, Indigenous people, free and enslaved people, immigrant groups, and religious groups.”

Note: **6.H.4.**, as emended, provides coverage. Delete and do not replace.

**6.H.8.** “Analyze ~~perspectives~~ beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Indigenous groups including the Houma, Tunica-Biloxi, Chitimacha and Choctaw, La Salle, Iberville, Bienville, Gálvez, enslaved people, Acadians, and immigrants Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Gálvez.”

**6.C.3.** “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including

*but not limited to Britain, Spain, France, and various ~~Indigenous groups~~ Indian tribes.”*

**6.C.4.** “Describe the different systems of government. *Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and ~~democracy~~, tribal.”*

**6.C.7.** “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and ~~democratic~~ republican principles. *Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”*

**6.E.3.** “Describe how property rights are defined, protected, and enforced, ~~and limited~~ by the government.”

**6.G.3.** “Analyze how ~~people~~ individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7**

**7.H.2.** “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. *Including but not limited to the Whiskey Rebellion, ~~Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and reforms~~, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”*

**7.H.3.** “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. *Including but not limited to ~~the Civil War within the context of slavery and sectionalism; the French Revolution; the Haitian Revolution; the Napoleonic Wars and the War of 1812~~, the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”*

**7.H.5.** “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. *Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, Sitting Bull, Crazy Horse, Chief Joseph, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass, and other abolitionists*.”

**7.H.6.** “Analyze multiple ~~factors~~ events that influenced the perspectives affected the beliefs of individuals and groups from 1789 to 1877. *Including but not limited to the USS Constitution vs HMS Guerriere, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”*

**7.H.7.** “Analyze the contributions and experiences of and limitations on diverse groups of people in the development of the United States of America from 1789 to 1877. *Including but not limited to women, American Indians, free and enslaved people, and immigrant groups.”*

Note: **7.H.6**, as emended, provides coverage. Delete and do not replace.

**7.H.8.** “Explain causes and effects of events and developments from 1789 to 1877. *Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform*

movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

**7.H.10.** "Analyze ~~perspectives~~ beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. *Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchback.*"

**7.C.3.** "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. *Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, ~~and~~ the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States.*"

**7.C.4.** "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. *Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions.*"

**7.C.5.** "Analyze the ~~expansion and restriction of~~ different movements to expand and restrict citizenship, rights, and political power on diverse groups in the United States of America from 1789 to 1877."

**7.C.6.** "Evaluate the social, political, and economic changes that have ~~influenced~~ affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. *Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.*"

**7.E.1.** "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. *Including but not limited to ~~mass production~~ the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.*"

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

**7.G.5.** "Analyze how natural resources and economic incentives ~~influenced~~ affected how people interacted with their environments in the United States of America from 1789 to 1877. *Including but not limited to gold rushes, and the Homestead Act.*"

**7.G.7.** "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. *Including but not limited to the telegraph, roads, and canals, ~~and Manifest Destiny.~~*"

**7.G.8.** "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. *Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.*"

**Grade 8**

**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 Civil Rights movement in the context of Jim Crow; U.S. entry into World War II and*

*events in Europe. 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 ~~impact of~~ 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, ~~the Tuskegee Airmen, and Navajo Code talkers during World War II~~ Martin Luther King, Jr., and Phyllis Schlafly."*

**8.H.7.** "Analyze multiple ~~factors~~ 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."*

**8.H.8.** "Analyze ~~the contributions and experiences of and limitations on diverse groups of people in the 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."~~

*Note: 8.H.7, as emended, 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 ~~Post-Reconstruction, the Gilded Age, Jim Crow, Industrialization, American Indian Wars, US imperialistic policies, 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 ~~impact~~ 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 ~~perspectives, 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."*

**8.C.2.** "Analyze the origins, purposes, and ~~impact~~ 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, and Roosevelt Corollary to the Monroe Doctrine, the Treaty of Versailles, the*



Good Neighbor Policy, the Yalta Conference, and 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.** “Analyze the role of political violence in the development of the United States of America from 1877 to 1975.”

Note: **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, 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.”

**8.C.7.** “Compare how individual rights, freedoms, and responsibilities have evolved over time from 1877 to 1975. 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 ~~impacted~~ 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.** “~~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~~ 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, and World War I, and World War II.*”

**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.”

**8.G.7.** “Evaluate the purposes and efficacy of U.S. government environmental policies, regulations, and actions from 1877 to 1975.



*Including ~~to~~ 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.** “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.”  
*Note: 8.H.4, as emended, provides coverage. Delete and do not replace.*

**Civics**

**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.~~ 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.”

**C.H.3.** “Evaluate varying ~~perspectives on~~ 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.*

**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, ~~and~~ 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, ~~supremacy~~, 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), 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 Hodges (2015), Little Sisters of the Poor v Pennsylvania (2020).”

**C.C.12.** “Analyze ~~the roles of~~ how citizens of Louisiana and the United States of America ~~in terms of civic responsibilities, participation, engagement, advocacy, and life, and explain criteria for membership or admission~~ 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, lobbying, organizing and working in civic groups, petitioning, picketing, residency volunteering, running for political office, and voting.”

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

**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.~~ 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 ~~disenfranchised~~ 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.”

**United States History**

**US.H.1.** “Explain connections between past and present ideas, events, and developments. *Including but not limited to the Constitution and how it has ~~evolved~~ been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.*”

**US.H.3.** “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. *Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.*”

**US.H.4.** “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. *Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, and urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.*”

**US.H.5.** “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. *Including but not limited to the Gentleman’s Agreement, ~~the First and Second Red Scare.~~ Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.*”

**US.H.6.** Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. *Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.*”

**US.H.7.** “Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. *Including but not limited to imperialists vs. Indigenous groups, political and military leaders, political and economic ideologies, class, race, ethnicity, and gender. Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).*”

**US.H.8.** “Analyze the role, major contributions of, and limitations placed on diverse groups of people in the United States of America from 1898 to 2010. *Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrants.*”

*Note: US.H.7, as emended, provides coverage. Delete and do not replace.*

**US.H.9.** “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to ~~US imperialistic policies,~~ America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

**US.H.10.** “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. *Including but not limited to ~~the Birthplace of Jazz, jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.~~*”

**US.C.2.** “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. *Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.*”

**US.C.3.** “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. *Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, ~~and~~ the Contract with America, the Tea Party, and Make America Great Again.*”

**US.C.4.** “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. *Including but not limited to the Rough Riders during the Spanish American War, ~~use of airplanes and tanks during World War I, the Tuskegee Airmen and Navajo Code talkers during World War II, and the Manhattan Project.~~ Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.*”

**US.C.7.** “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. *Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide, ~~and ethnic cleansing.~~*”  
*Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”*

**US.C.9.** “Evaluate how civic and democratic American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”  
*Note: This is too vague as written. Unless it is clarified, it should be deleted.*

**US.C.10.** “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. *Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifa.*”

**US.E.2.** “Explain how the U.S. government ~~manages~~ attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

**US.G.5.** “Analyze the political, economic, environmental, and social effects of natural ~~and human-made~~ disasters in the United States of America from 1898 to 2010. *Including but not limited to ~~the Triangle Shirtwaist Factory Fire,~~ the Great Mississippi Flood, the Dust*

*Bowl, and Hurricane Katrina and the BP Deepwater Horizon oil spill.”*

**World History**

**WH.H.1.** “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

*Note:* This is too vague as written. Unless it is clarified, it should be deleted.

**WH.H.2.** “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

*Note:* This is too vague as written. Unless it is clarified, it should be deleted.

**WH.H.3.** “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. *Including but not limited to the printing press, the Scientific Revolution, ~~the steam engine~~, ~~the printing press~~, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”*

**WH.H.4.** “Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1300 to 2010. Including but not limited to imperialists vs. independence movements, political and economic ideologies, class, race, ethnicity, religion, and gender. Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

**WH.C.2.** “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. *Including but not limited to feudalism, mercantilism, ~~capitalism~~ economic liberty, socialism, and communism.”*

**WH.C.3.** “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

**WH.C.6.** “Analyze political and social structures throughout the world from 1300 to 1600. *Including but not limited to the Holy Roman Empire, Yuan Dynasty, the Aztecs, and the Empire of Mali. England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”*

**WH.C.7.** “Analyze the development and contribution of key ~~enlightenment~~ Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. *Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”*

**WH.C.8.** “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. *Including but not limited to ~~the scramble for Africa~~, ~~colonization of the Americas~~, and ~~US imperialistic policies~~ the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”*

**WH.C.9.** “Analyze causes and effects of political revolutions of the 18th, ~~and 19th~~, and 20th centuries throughout the world. *Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the*

Mexican Revolution, and the Chinese Revolution and the American Revolution."

**WH.C.10.** "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. *Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.*"

*Note:* Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

**WH.C.13.** "Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all."

*Note:* The entire course should be organized around this item—with the replacement of "civic and democratic ideals" with "ideals and institutions of liberty".

**WH.C.16.** "Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. *Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.*"

**WH.E.1.** "Describe how global, national, and regional economic policies ~~impact~~ affect individual life decisions over time."

*Note:* This is too vague as written. Unless it is clarified, it should be deleted.

**WH.E.4.** "~~Explain economic, demographic, social, and cultural consequences of forced displacement of people and the expansion of slavery into the Americas from 1300 to 1863. Including but not limited to the encomienda system, plantation-based slavery, and colonial enslavement of Indigenous people.~~ Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. *Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.*"

**WH.G.2.** "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and ~~global environmental issues~~ the extraordinary rise in the global standard of living since 1800."

**WH.G.6.** "~~Explain~~ Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

**WH.G.7.** "Analyze how ~~advancements~~ advances in communication, technology, and trade ~~impact~~ affect global interactions from 1300 to 2010."

**WH.G.8.** "Analyze patterns of population distribution and migration from 1300 to 2010. *Including but not limited to refugees of conflict, and urbanization. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.*"

#### **World Geography**

**WG.H.4.** "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

*Note:* This is too vague as written. Unless it is clarified, it should be deleted.

**WG.H.5.** “Explain how landscape features, land, and resource use ~~reflect~~ affect cultural beliefs, and customs, ~~and~~ identities.”

**WG.H.6.** “Evaluate how historical processes including ~~diffusion, colonialism, imperialism, modernization,~~ trade, and migration influence current cultural practices.”

**WG.H.9.** “Analyze the historical and contemporary economic influence that Louisiana has on other ~~world regions~~ parts of the United States, and on the broader world.”

**WG.C.1.** “Compare various systems of government in terms of ~~division of power, economic ideologies, and power structure~~ how well they preserve political and economic liberty.”

**WG.C.2.** “Evaluate ~~the purpose of~~ how well local, state, and federal political institutions at various levels, local to supranational, and distinguish their roles, powers, and limitations work to preserve political and economic liberty.”

**WG.C.3.** “Analyze ~~the role of regional governments and supranational organizations in how human rights issues have been~~ addressed in different countries. Including but not limited to the Universal Declaration of Human Rights (UDHR). Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

**WG.C.5.** “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

**WG.C.6.** “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. *Including but not limited to* Soviet dissidents (Aleksandr Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and decolonization movements, and Brexit (Nigel Farage).”

**WG.E.3.** “Describe ~~social and~~ economic measures of development in various countries including the Gross Domestic Product, Gross National Product, Gender Inequality Index (GDI), and Human Development Index (HDI) and Purchasing Power Parities.”

**WG.E.4.** “Analyze various economic philosophies that influenced the development of economies in various countries. *Including but not limited to* capitalism economic liberty, socialism, and communism.”

**WG.E.5.** “Analyze how ~~the allocation of~~ the intelligent use of available resources can ~~impact~~ affect the distribution of wealth and income across various world regions.”

**WG.E.8.** “Analyze the role of economic policies and relationships of supranational organizations. *Including but not limited to the United Nations, North Atlantic Free Trade Agreement, United States–Mexico–Canada Agreement, and the European Union.*”

**WG.E.9.** “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

**WG.G.3.** “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

**WG.G.8.** “Analyze various scales to ~~determine human influence on global environmental issues~~ evaluate the effectiveness of

		<p><u>different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, land degradation, and climate change and the adoption of nuclear power.</u></p> <p><b>WG.G.11.</b> “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to <del>colonialism and imperialism</del> <u>Nazism, communism, and industrial development policies of postcolonial states.</u>”</p> <p><b>WG.G.13.</b> “<del>Analyze the influence that globalization, industrialization, natural resource allocation, and environmental issues have on</del> <u>Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.</u>”</p>
<p>"AnTane Jones"  <a href="mailto:antanej28@gmail.com">antanej28@gmail.com</a></p>	<p>11/23/21, 4:03 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p> <p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p> <p>K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p>



		<p>K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”</p> <p>K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”</p> <p>K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”</p> <p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p> <p>obligation to preserve the right to work.”</p> <p>Add: “Define free exchange of goods and services.”</p> <p>K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”</p> <p>such as farming, housing construction, and levees.”</p> <p>K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”</p>
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		<p>Grade 1 (pp. 9-11)</p> <p>1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”</p> <p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p> <p>1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.” Louisiana, which distinguishes Louisiana within America.”</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items.</p>
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		<p>Add: "Explain why people move to earn a better living."</p> <p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace. people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p>
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1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

		<p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.”</p> <p>Note: Move from Geography to History.</p> <p>2.G.10.</p>
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Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority

		<p>from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”</p> <p>3.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”</p> <p>3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”</p> <p>3.E.7.</p> <p>Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.</p> <p>3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”</p> <p>3.E. New Items.</p> <p>Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”</p> <p>Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”</p> <p>Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”</p> <p>3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”</p> <p>3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”</p>
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and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.



4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land

		<p>use, clothing, and sewage systems.”</p> <p>4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”</p> <p>4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”</p> <p>4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”</p> <p>4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”</p> <p>Grade 5 (pp. 22-25)</p> <p>5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”</p> <p>5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”</p>
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5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from

1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups



from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

		<p>7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”</p> <p>7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”</p> <p>Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.</p> <p>7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”</p> <p>7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”</p> <p>7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”</p> <p>Grade 8 (pp. 34-37)</p> <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. 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.”</p> <p>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.”</p> <p>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.”</p> <p>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,</p>
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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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold



		<p>War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p> <p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.</p> <p>Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political</p>
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movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and

international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals

and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced

		<p>nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain</p>
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freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

		<p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p><u>Cara Pearson</u>  <u>&lt;lee.caraann@yahoo.com</u></p>	<p>November 23,  2021 at 5:23 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p>



	<p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p> <p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."</p> <p>such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p>
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		<p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p> <p>1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.” Louisiana, which distinguishes Louisiana within America.”</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p>
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		<p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace. people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p>
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1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C. New Items.

		<p>Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."</p> <p>2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."</p> <p>goods and services."</p> <p>2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."</p> <p>2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."</p> <p>States and Louisiana."</p> <p>2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."</p> <p>2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."</p> <p>their environment to settle and improve the land."</p> <p>2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."</p> <p>2.G.9. "Describe the regionally varied culture and economy of the United States."</p> <p>Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p>
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Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices,

traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”



4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome,

early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish

Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a

representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”



7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from

1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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)."

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's



		<p>Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8. Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p>
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US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

		<p>WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."</p> <p>WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."</p> <p>WG.E.9. "Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."</p> <p>WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."</p> <p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p><a href="mailto:shane_ranallo@shaneranallo@gmail.com">shane_ranallo"</a>  <a href="mailto:shaneranallo@gmail.com">&lt;shaneranallo@gmail.com</a></p>	<p>11/23/21, 7:18 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p>

Thanks!

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."



K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”

2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”

States and Louisiana.”

2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity,

Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and



expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between

		<p>Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”</p> <p>4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.</p> <p>4.E. New Items.</p> <p>Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”</p> <p>Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”</p> <p>4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”</p> <p>4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”</p> <p>4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”</p> <p>4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”</p>
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4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.  
Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution."

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”



7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been

		<p>amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p> <p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.</p> <p>Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the</p>
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period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it

carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."

WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."

WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."

WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."

WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."

WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial

		<p>states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>Wayne Colvin</u> &lt;colvinw@msn.com</p>	<p>November 23, 2021 at 8:50 PM</p>	<p>Wayne Colvin Lafayette Parent</p> <p>K.G.6 and 7 and 8. These do not belong in Geography. Culture is not related to geography nor is it why people move. KH7 The teacher should not be trying to rewrite history because some group comes along 50 or 100 years later and wants to give a different interpretation of historical events because you want her “to compare”. KH10 is inappropriate. That is not the teachers role to judge the influence of the ethnic groups. This opens the door to wide opinions and different interpretations.</p> <p>Wayne Colvin</p>
<p><u>Carla Venissat</u> &lt;carlavenissat1428@yahoo.com</p>	<p>November 23, 2021 at 11:08 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p>

		<p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p> <p>K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p> <p>K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”</p> <p>K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”</p> <p>K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”</p> <p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p> <p>obligation to preserve the right to work.”</p>
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		<p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees." such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of</p>
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		<p>innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p>
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		<p>Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 2 (pp. 12-14)</p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p>
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2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the

		<p>general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 3 (pp. 15-17)</p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.” 3.H.5.</p> <p>Note: 3.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”</p> <p>Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.</p>
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3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."



4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave

civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the

Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational

expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

		<p>6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."</p> <p>6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."</p> <p>6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."</p> <p>6.E.3. "Describe how property rights are defined, protected, and enforced by the government."</p> <p>6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791." Grade 7 (pp. 30-33)</p> <p>7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."</p> <p>7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."</p> <p>7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas</p>
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Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the



women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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

		<p>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.”</p> <p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>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.”</p> <p>8.C.7. “Analyze the expansion and restriction of individual rights, freedoms, and</p>
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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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

		<p>Civics (pp. 38-41)</p> <p>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 citizens.”</p> <p>C.H.3. “Evaluate varying beliefs about political and civic issues, including different systems and structures of government.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <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> <p>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> <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 participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections.”</p> <p>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> <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> <p>Note: “Media literacy” policies frequently double as instruction to support</p>
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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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World

War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial



		<p>Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”</p> <p>US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux</p>
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Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic

liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world

governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to

		<p>2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p>
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		<p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p>
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		<p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p><u>Ashley Doisher</u>  <u>&lt;ashleyrodrigue@g</u>  <u>mail.com</u></p>	<p>November 24,  2021 at 6:13 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p>

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)



	<p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade." 1.E. New Items. Add: "Explain why people move to earn a better living."</p>
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Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C. New Items.

		<p>Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."</p> <p>2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."</p> <p>goods and services."</p> <p>2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."</p> <p>2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."</p> <p>States and Louisiana."</p> <p>2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."</p> <p>2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."</p> <p>their environment to settle and improve the land."</p> <p>2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."</p> <p>2.G.9. "Describe the regionally varied culture and economy of the United States."</p> <p>Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p>
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Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices,

traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in



Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE

successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD- 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish

Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the

Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited

to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from



1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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)."

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries"

in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”



US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of

natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to

the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic

policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural

beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Buhari (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world

		<p>regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><a href="#">Missy Carber</a>  <a href="mailto:mcr95@yahoo.com">mcr95@yahoo.com</a>  m&gt;</p>	<p>November 24,  2021 at 8:31 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsupporttoolbox@la.gov">classroomsupporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p>

Thanks!

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

		<p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p> <p>obligation to preserve the right to work.”</p> <p>Add: “Define free exchange of goods and services.”</p> <p>K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”</p> <p>such as farming, housing construction, and levees.”</p> <p>K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”</p> <p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p> <p>1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”</p> <p>Louisiana, which distinguishes Louisiana within America.”</p> <p>1.H.12.</p> <p>Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in</p>
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the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by

		<p>natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 2 (pp. 12-14)</p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p>
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different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”

		<p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 3 (pp. 15-17)</p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.”</p> <p>3.H.5.</p>
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Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and

		<p>virtually no economic interdependence. Delete and do not replace.</p> <p>3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming." 3.E. New Items.</p> <p>Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."</p> <p>Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."</p> <p>Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."</p> <p>3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."</p> <p>3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."</p> <p>3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."</p> <p>Note: Move from Geography to History.</p> <p>3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."</p> <p>Grade 4 (pp. 18-21)</p>
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4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's

adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including



but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied

economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.  
 Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their

environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from

1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States

of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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

		<p>Indian Wars, Progressivism, World War I, the Great Depression, World War II, the Cold War, and the Civil Rights movement.”</p> <p>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.”</p> <p>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.”</p> <p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</p>
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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.

Note: 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

		<p>Hurricane in Galveston, the Dust Bowl, the Great Flood of 1927, and Hurricane Audrey.”</p> <p>Audrey.”</p> <p>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.”</p> <p>8.G.8.</p> <p>Note: 8.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>Civics (pp. 38-41)</p> <p>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 citizens.”</p> <p>C.H.3. “Evaluate varying beliefs about political and civic issues, including different systems and structures of government.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <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> <p>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> <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 participation, public hearings, forums, at large voting, petition, local referendums, voting amendments, and types of elections.”</p>
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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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

		<p>US.H.8.  Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p>
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Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain

how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and

20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

		<p>WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”</p> <p>WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”</p> <p>WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”</p> <p>WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p>
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		<p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p>
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		<p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>Missy Carber</u>  <u>&lt;mcr95@yahoo.com&gt;</u></p>	<p>November 24,  2021 at 8:29 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p>

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

		<p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees." such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of</p>
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		<p>innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7. Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why</p>
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		<p>people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 2 (pp. 12-14)</p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p>
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2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North

		<p>America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 3 (pp. 15-17)</p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.” 3.H.5.</p> <p>Note: 3.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”</p> <p>Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.</p>
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3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

		<p>Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."</p> <p>3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."</p> <p>3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."</p> <p>3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."</p> <p>Note: Move from Geography to History.</p> <p>3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."</p> <p>Grade 4 (pp. 18-21)</p> <p>4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."</p> <p>4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."</p> <p>4.H.5.</p> <p>Note: 4.H.4, as emended, provides coverage. Delete and do not replace.</p>
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4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.



Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the

		<p>European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”</p> <p>5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”</p> <p>5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”</p> <p>5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”</p> <p>5.H. New Items.</p> <p>Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”</p> <p>Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”</p> <p>5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in</p>
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France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and

mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited

		<p>to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”</p> <p>6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”</p> <p>6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”</p> <p>6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”</p> <p>6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”</p> <p>6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”</p> <p>Grade 7 (pp. 30-33)</p> <p>7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”</p> <p>7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”</p>
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7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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

		<p>events. Including but not limited to World War I, the Great Depression, World War II, and the Civil Rights movement.”</p> <p>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.”</p> <p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p>
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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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and

developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

		<p>US.H.10. "Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII."</p> <p>US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."</p> <p>US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."</p> <p>US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."</p> <p>US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."</p> <p>Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."</p> <p>US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period</p>
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1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited

to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration,

compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear

		<p>power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>Kathy Edmonston</u>  <u>Gmail</u>  <u>&lt;kathyoedmonston</u>  <u>@gmail.com&gt;</u></p>	<p>November 24,  2021 at 8:35 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p> <p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p> <p>K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p>

		<p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p> <p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."</p> <p>such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p>
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		<p>Grade 1 (pp. 9-11)</p> <p>1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”</p> <p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p> <p>1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.” Louisiana, which distinguishes Louisiana within America.”</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p>
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		<p>1.E. New Items.</p> <p>Add: "Explain why people move to earn a better living."</p> <p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.</p> <p>people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p>
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1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

		<p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.”</p> <p>Note: Move from Geography to History.</p> <p>2.G.10.</p>
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Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority

from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither

should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped



their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual

examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

		<p>5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”</p> <p>5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”</p> <p>5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”</p> <p>5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”</p> <p>5.E. New Items. Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”</p> <p>5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”</p> <p>5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”</p> <p>5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”</p> <p>Grade 6 (pp. 26-29)</p> <p>6.H.2. “Analyze connections between events and developments in U.S. history from</p>
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1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.  
 Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America's growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies."

US.H.10. "Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII."

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive

		<p>movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”</p> <p>US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”</p>
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US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. "Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre."

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

		<p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel</p>
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		<p>Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
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<p>"Ray"  <a href="mailto:boorayski@yahoo.com">&lt;boorayski@yahoo.com&gt;</a></p>	<p>11/24/21, 8:36 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsuporttoolbox@la.gov">classroomsuporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p>
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		<p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p> <p>obligation to preserve the right to work.”</p> <p>Add: “Define free exchange of goods and services.”</p> <p>K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”</p> <p>such as farming, housing construction, and levees.”</p> <p>K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”</p> <p>1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”</p>
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		<p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade." 1.E. New Items. Add: "Explain why people move to earn a better living." Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p>
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1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and

		<p>music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p>
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Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome,

early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”



4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in

medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and

competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited

to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold

War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political

movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”



US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and

international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals

and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet

		<p>dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment</p>
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		to maximize prosperity in Louisiana and the United States.”
<u>Wayne Colvin</u> <a href="mailto:colvinw@msn.com">&lt;colvinw@msn.com</a> ≥	November 24, 2021 at 10:00 AM	Wayne Colvin Lafayette Parent  4H5 The teachings should not be trying to analyze the perspectives of marginalized peoples. This opens the door to critical race teachings which they should not get into. 4G7 and 8 and 9 seem like they belong in other categories. 4C8 This 4 <sup>th</sup> grade is for the time period 700BC-700AD. Why just jump in and compare to Louisiana today? Just does seem to follow the same period.  Wayne Colvin
<u>Wayne Colvin</u> <a href="mailto:colvinw@msn.com">&lt;colvinw@msn.com</a> ≥	November 24, 2021 at 9:05 AM	Wayne Colvin Lafayette Parent  1.H.4 and 1.H.6 These 2 guidelines are going more into cultural or society rather than staying with known history. They should be eliminated. 1.H.7 This is unnecessary to list these groups. 1.C.6 I believe that some would stretch “equality” to mean correcting some previous wrong. All people are equal. Do not go beyond that.  Wayne Colvin
<u>Wayne Colvin</u> <a href="mailto:colvinw@msn.com">&lt;colvinw@msn.com</a> ≥	November 24, 2021 at 9:17 AM	Wayne Colvin Lafayette Parent  2H5 I object because it opens the door to teacher bias. 2H6 This is unnecessary to list these out. It appears you are trying to promote them. This is not the place for that.

		<p>2G11 This should not fall in the Geography category.</p> <p>2G12 This statement does not belong in here at all. Migration is a History topic.</p> <p>Wayne Colvin</p>
<p><u>Wayne Colvin</u> &lt;colvinw@msn.com&gt; ≥</p>	<p>November 24, 2021 at 9:40 AM</p>	<p>Wayne Colvin Lafayette Parent</p> <p>3H5 I think this is too strongly worded. The teachings should not be trying to analyze those perspectives. 3E5 Corvee labor discussion should not be part of these guidelines as there are too many interpretations of this. 3E7 I am not sure why Egypt and Kush trade is listed. 3G7 and 3G8 They seem to be more associated with Economics and History.</p> <p>Wayne Colvin</p>
<p><u>Rusty</u> &lt;jfifarms@eatel.net&gt; ≥</p>	<p>November 24, 2021 at 10:23 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p>

		<p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p> <p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p>
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		<p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees." such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of</p>
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		<p>innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p>
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Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

		<p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 3 (pp. 15-17)</p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.”</p> <p>3.H.5.</p> <p>Note: 3.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including</p>
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Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in

different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”



4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and

technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not

limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution."

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-



American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

		<p>7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.” Grade 8 (pp. 34-37)</p> <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. 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.”</p> <p>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.”</p> <p>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.”</p> <p>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.”</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 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.”</p>
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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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.

		<p>Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and states’ rights vs. federal power.”</p> <p>C.C.14. “Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law.”</p> <p>C.C.15. “Analyze how local, state, and national governments enfranchised groups throughout U.S. history and its effects.”</p> <p>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.</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> <p>United States History (pp. 42-45)</p> <p>US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p>
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		<p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.  Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with</p>
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America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and

directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. "Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre."

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced

	<p>nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain</p>
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freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

		WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."
<p><u>Kathy Edmonston</u>  <u>Gmail</u>  <u>&lt;kathyoedmonston</u>  <u>@gmail.com&gt;</u></p>	<p>November 24,  2021 at 8:40 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p>



	<p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p> <p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."</p> <p>such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p>
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		<p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."</p> <p>1.E. New Items. Add: "Explain why people move to earn a better living."</p>
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		<p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace. people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p>
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1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority

		<p>from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”</p> <p>3.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”</p> <p>3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”</p> <p>3.E.7.</p> <p>Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.</p> <p>3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”</p> <p>3.E. New Items.</p> <p>Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”</p> <p>Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”</p> <p>Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”</p> <p>3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”</p> <p>3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”</p>
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and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither



should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to

methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the

Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other



individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited

to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”  
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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.  
Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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).”

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North

		<p>American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.</p> <p>Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to</p>
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2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same

over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in

Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and

		<p>Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”</p> <p>WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”</p> <p>WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”</p> <p>WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”</p> <p>WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p>World Geography (pp. 50-53)</p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and</p>
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migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

		<p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>Rebecca Lobell</u>  <u>&lt;lobellr118@yahoo.com&gt;</u></p>	<p>November 24,  2021 2:54 PM</p>	<p>Thank you  Mrs. Lobell  Parent in Ascension Parish  To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p>



Thanks!

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

		<p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work." obligation to preserve the right to work." Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees." such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p>Grade 1 (pp. 9-11)</p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in</p>
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the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by

		<p>natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 2 (pp. 12-14)</p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p>
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		<p>different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p> <p>2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”</p> <p>2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”</p> <p>2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.” history, including by discussion of the Mayflower Compact.”</p> <p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of</p>
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		<p>resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p>Grade 3 (pp. 15-17)</p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p>
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3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry

shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and



technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe,

and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700

AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600

AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the

Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S.



		<p>Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”</p> <p>6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”</p> <p>6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”</p> <p>Grade 7 (pp. 30-33)</p> <p>7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”</p> <p>7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”</p> <p>7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”</p> <p>7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls</p>
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Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford,

Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.



		<p>Including but not limited to conviction vs. compromise, majority rule vs. minority rights, rights vs. responsibilities, and states’ rights vs. federal power.”</p> <p>C.C.14. “Analyze the expansion and contraction of individual liberties, civil rights, and equality under the law.”</p> <p>C.C.15. “Analyze how local, state, and national governments enfranchised groups throughout U.S. history and its effects.”</p> <p>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.</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> <p>United States History (pp. 42-45)</p> <p>US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p>
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		<p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.  Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with</p>
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America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the

Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

		<p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><a href="mailto:Chariss.Wadsworth@clensew@gmail.com">Chariss Wadsworth &lt;clensew@gmail.com&gt;</a></p>	<p>November 24, 2021 3:05 PM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email,</p>



classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.

Thanks!

**The changes I would like to see on the newly proposed Social Studies Standards are as the follows:**

**Kindergarten:**

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

		<p>1.H.12.  Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”  Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item.  Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items.  Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.”</p>
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modifying their environment to suit their culture.”

1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.

people move to earn a better living.” Delete and do not replace.

1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. “Describe how events, people, and innovations of the past affect the parish,

		<p>state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.” different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p> <p>2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”</p> <p>2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”</p> <p>2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.” history, including by discussion of the Mayflower Compact.”</p> <p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”  goods and services.”</p>
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		<p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 3 (pp. 15-17)</b></p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and</p>
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	<p>development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.”</p> <p>3.H.5.</p> <p>Note: 3.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”</p> <p>Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.</p> <p>3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”</p> <p>3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”</p> <p>3.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”</p> <p>3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early</p>
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civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.



3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western

Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied

economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor

construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations

and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty,

individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the

United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”



6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

**Grade 7 (pp. 30-33)**

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from

1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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,

		<p>Hollywood, the Harlem Renaissance, Southern Agrarians, evangelical revivalism, the women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p> <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, Richard Daley, Chappaquiddick, and Watergate.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>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.”</p> <p>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.”</p> <p>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).”</p> <p>8.E.1.</p>
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Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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."

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

		<p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.  Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with</p>
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America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great

Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the

Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not

limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current

implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries

		<p>including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><a href="mailto:quincy.vincent@qsoccer@aol.com">Quincy Vincent</a> &lt;quincy.vincent@qsoccer@aol.com&gt;</p>	<p>November 24, 2021 11:35 PM</p>	<p>To Whom It May Concern:</p>



There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, [classroomsupporttoolbox@la.gov](mailto:classroomsupporttoolbox@la.gov) and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.

Thanks!

Quincy Vincent

I appreciate the hard working people in LA and value our school system! As one who is not in favor of CRT I believe these changes would be more appropriate for our children to learn to support each other no matter the race.

**The changes I would like to see on the newly proposed Social Studies Standards are as the follows:**

**Kindergarten:**

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

		<p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."</p> <p>1.E. New Items. Add: "Explain why people move to earn a better living."</p>
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		<p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace. people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p>
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1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

		<p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.”</p> <p>Note: Move from Geography to History.</p> <p>2.G.10.</p>
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Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority

		<p>from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”</p> <p>3.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”</p> <p>3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to <b>how various resources were utilized as early mediums of exchange</b>; animal’s furs, cowry shells, gold, porcelain and bartering.”</p> <p>3.E.7.</p> <p>Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.</p> <p>3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”</p> <p>3.E. New Items.</p> <p>Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”</p> <p>Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”</p> <p>Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”</p> <p>3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”</p>
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3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of

the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD- 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the

Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the

development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain,



Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James

K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil

War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.”

		<p>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.”</p> <p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should retain this item only if it carefully defines “genocide” as</p>
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“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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

		<p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p>
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Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain

how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and

20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

		<p>WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”</p> <p>WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”</p> <p>WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”</p> <p>WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p><b>World Geography (pp. 50-53)</b></p> <p>WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”</p> <p>WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”</p> <p>WG.H.9. “Analyze the historical and contemporary economic influence that</p>
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		<p>Louisiana has on other parts of the United States, and on the broader world.”</p> <p>WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”</p> <p>WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”</p> <p>WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”</p> <p>WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Burit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p>
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		<p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."</p> <p>WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."</p> <p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p><u><a href="mailto:erinrr87@hotmail.com">Erin Hamilton</a></u>  <u><a href="mailto:erinrr87@hotmail.com">&lt;erinrr87@hotmail.com&gt;</a></u></p>	<p>November 25, 2021 7:37 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p>

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private

property, and the government’s obligation to preserve private property rights.”

Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”

obligation to preserve the right to work.”

Add: “Define free exchange of goods and services.”

K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”

such as farming, housing construction, and levees.”

K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”

**Grade 1 (pp. 9-11)**

1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”

1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”

1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”

Louisiana, which distinguishes Louisiana within America.”

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”

Note: “volunteering” should not be used to prepare students for the progressive

		<p>“pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p>
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1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana.”

2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.



		<p>3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."</p> <p>3.E. New Items.</p> <p>Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."</p> <p>Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."</p> <p>Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."</p> <p>3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."</p> <p>3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."</p> <p>3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."</p> <p>Note: Move from Geography to History.</p> <p>3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."</p> <p><b>Grade 4 (pp. 18-21)</b></p>
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4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies

and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the

Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and



Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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."

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies",

urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.  
 Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement,

		<p>Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”</p> <p>US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”</p> <p>Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”</p>
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US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

**World History (pp. 46-49)**

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. "Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre."

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child

mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain



freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

		WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."
<p><u>Brandi Wilson</u>  <a href="mailto:sandquilt@yahoo.com">sandquilt@yahoo.com</a></p>	<p>November 25,  2021 11:39 AM</p>	<p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p>

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's

		<p>ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.” 1.E. New Items. Add: “Explain why people move to earn a better living.” Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p>
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		<p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 2 (pp. 12-14)</b></p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p>
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		<p>2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."</p> <p>2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."</p> <p>2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."</p> <p>2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."</p> <p>2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."</p> <p>2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."</p> <p>2.C. New Items.</p> <p>Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."</p> <p>2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services." goods and services."</p>
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		<p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.” Note: Move from Geography to History.</p> <p>2.G.10.</p> <p>Note: 2.G.9, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 3 (pp. 15-17)</b></p> <p>3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”</p> <p>3.H.3. “Describe the characteristics of civilization and compare the origins and</p>
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		<p>development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”</p> <p>3.H.4. “Explain how different observers interpreted select historical events in different ways.”</p> <p>3.H.5.</p> <p>Note: 3.H.4, as emended, provides coverage. Delete and do not replace.</p> <p>3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”</p> <p>Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.</p> <p>3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”</p> <p>3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”</p> <p>3.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”</p> <p>3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early</p>
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civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western

Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied

economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor

construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD- 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-



government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

**Grade 7 (pp. 30-33)**

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups

from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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."

		<p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>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.”</p> <p>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.”</p>
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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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.  
 Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural

		<p>movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it</p>
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carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the

Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution,

the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of

living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”



WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world

		<p>regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>&lt;jegmac@yahoo.com&gt;</p>	<p>November 25, 2021 12:16 PM</p>	<p>To whom it may concern,</p> <p>See attached document regarding the social studies proposal. Please let me know when you have received the document. Thank you.</p> <p>Joanie Granger To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p>

**The changes I would like to see on the newly proposed Social Studies Standards are as the follows:**

**Kindergarten:**

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

		<p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."</p> <p>such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p><b>Grade 1 (pp. 9-11)</b></p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."</p> <p>Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12.</p> <p>Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p>
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		<p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.” Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p>
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1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”

2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”

States and Louisiana.”

2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”



3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts,

and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of

second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use

between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different

civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty,

individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."



5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a

representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the

assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold

War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political

movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

**World History (pp. 46-49)**

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and

international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals

and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”



**World Geography (pp. 50-53)**

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet

		<p>dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”</p> <p>WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”</p> <p>WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment</p>
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		to maximize prosperity in Louisiana and the United States.”
<p><u>DeZhaun Hamilton</u>  <u>&lt;dezhaundh@gmail</u>  <u>.com</u></p>	<p>November 25,  2021 3:04 PM</p>	<p>I have made public comments for the proposed social studies standard but was not able to use the website. I have included a document with my comments. Let me know if you get this message.</p> <p>Thanks,</p> <p>DeZhaun Hamilton  To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p> <p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p> <p>K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p>

		<p>K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”</p> <p>K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”</p> <p>K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”</p> <p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p> <p>obligation to preserve the right to work.”</p> <p>Add: “Define free exchange of goods and services.”</p> <p>K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”</p> <p>such as farming, housing construction, and levees.”</p> <p>K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”</p>
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**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

		<p>1.E. New Items.</p> <p>Add: "Explain why people move to earn a better living."</p> <p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.</p> <p>people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p>
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1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

		<p>history, including by discussion of the Mayflower Compact.”</p> <p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”</p> <p>2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”</p> <p>their environment to settle and improve the land.”</p> <p>2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”</p> <p>2.G.9. “Describe the regionally varied culture and economy of the United States.”</p>
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Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.  
Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.  
Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.  
Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."  
Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."  
Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how

people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 4 (pp. 18-21)**

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires

in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human

liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and

Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice,

and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.



5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of

Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S.

government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas

Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the

women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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 Hedges (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.”

**United States History (pp. 42-45)**

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism;

U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period

1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited

to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration,



compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

	<p>WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."</p> <p>WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."</p> <p>WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."</p> <p>WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."</p> <p>WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."</p> <p>WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."</p> <p>WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."</p> <p>WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."</p> <p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and</p>
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		<p>evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>MATTIE BRASSELL</u>  <u>&lt;mbrassell@centurytel.net</u></p>	<p>Thursday,  November 25,  2021 9:34 PM</p>	<p>To Whom it may concern,  I’m asking for you to look over what we find to be concerns in this social studies changes.  Thanks,  Mattie Brassell  To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsupporttoolbox@la.gov">classroomsupporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the</p>

		<p>development of America.”</p> <p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p> <p>K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.”</p> <p>K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”</p> <p>K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”</p> <p>K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”</p> <p>K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”</p> <p>K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”</p> <p>K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”</p> <p>K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and own.”</p> <p>K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”</p> <p>K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”</p> <p>K.E. New Items.</p> <p>Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”</p> <p>Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”</p>
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obligation to preserve the right to work.”  
Add: “Define free exchange of goods and services.”

K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”  
such as farming, housing construction, and levees.”

K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”

**Grade 1 (pp. 9-11)**

1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”

1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”

1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”  
Louisiana, which distinguishes Louisiana within America.”

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”

Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.

		<p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."</p> <p>1.E. New Items. Add: "Explain why people move to earn a better living." Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p>
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		<p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 2 (pp. 12-14)</b></p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by</p>
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		<p>means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p> <p>2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”</p> <p>2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”</p> <p>2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.” history, including by discussion of the Mayflower Compact.”</p> <p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by</p>
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its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and

decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to **how various resources were utilized as early mediums of exchange**; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that

religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not

limited to the wheel, roads, aqueducts, and canals.”

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."



5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.  
Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration

of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to

William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, provides coverage. Delete and do not replace.

		<p>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."</p> <p>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."</p> <p>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."</p> <p>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."</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 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>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."</p> <p>8.C.5.</p>
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Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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)."

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."

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America's growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies."

US.H.10. "Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII."

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the

Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and



plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."

WG.E.8. "Analyze the role of economic policies and relationships of supranational

		<p>organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><u>Melanie Bradford</u>  <u>&lt;melanie.bradford</u>  <u>@suddenlink.net&gt;</u></p>	<p>November 26,  2021 4:36 PM</p>	<p>Melanie Bradford  Leesville  To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsupporttoolbox@la.gov">classroomsupporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks!</p>

**The changes I would like to see on the newly proposed Social Studies Standards are as the follows:**

**Kindergarten:**

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

		<p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p> <p>K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."</p> <p>such as farming, housing construction, and levees."</p> <p>K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."</p> <p><b>Grade 1 (pp. 9-11)</b></p> <p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."</p> <p>Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12.</p> <p>Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p>
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		<p>1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.” Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.” Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p>
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1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”



2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts,

and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of

second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use

between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different

civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty,



individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a

representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the

assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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)."

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."

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism;

U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period

1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited



to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration,

compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

		<p>WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."</p> <p>WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."</p> <p>WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."</p> <p>WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."</p> <p>WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."</p> <p>WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."</p> <p>WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."</p> <p>WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."</p> <p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and</p>
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		<p>evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><a href="mailto:jac@jjdmanuel@yahoo.com">jac &lt;jjdmanuel@yahoo.com&gt;</a></p>	<p>Saturday, November 27, 2021 9:55 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsupporttoolbox@la.gov">classroomsupporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p> <p>K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.”</p>

		<p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p> <p>K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."</p> <p>K.E. New Items.</p> <p>Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."</p> <p>Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."</p> <p>obligation to preserve the right to work."</p> <p>Add: "Define free exchange of goods and services."</p>
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K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one

		<p>another with sincerity and good will.”</p> <p>1.C. New Item. Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”</p> <p>1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”</p> <p>1.E. New Items. Add: “Explain why people move to earn a better living.”</p> <p>Add: “Describe how free economic choice benefits the individual and the country.”</p> <p>1.G.4. “Describe ways people change their environment to improve their lives.”</p> <p>1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.” modifying their environment to suit their culture.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why</p>
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		<p>people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 2 (pp. 12-14)</b></p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.” different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p>
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2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the

land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early

civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.” and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 4 (pp. 18-21)**

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with

barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”



5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD."

		<p>Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”</p> <p>5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”</p> <p>Note: Mercantilism is a post-1600 theory.</p> <p>5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”</p> <p>5.E.5. “Analyze how governmental decisions affect economic prosperity.”</p> <p>5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”</p> <p>5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”</p> <p>5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”</p> <p>5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”</p> <p>5.E. New Items. Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”</p> <p>5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of</p>
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European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not

limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of

the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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

Sandyford (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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

		<p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”</p> <p>US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”</p> <p>US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”</p> <p>US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”</p> <p>US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it</p>
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carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the

Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution,



the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of

living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

		<p>WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."</p> <p>WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."</p> <p>WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."</p> <p>WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Burit (Nigel Farage)."</p> <p>WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."</p> <p>WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."</p> <p>WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."</p> <p>WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."</p> <p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."</p>
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		<p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p><a href="mailto:redheaded0369@gmail.com">&lt;redheaded0369@gmail.com&gt;</a></p>	<p>November 28, 2021 2:36 PM</p>	<p>These are the changes that I would like to see to the proposed history curriculum.</p> <p>Thanks, Lindsey T Anslem To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsuporttoolbox@la.gov">classroomsuporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p>

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work.”  
Add: “Define free exchange of goods and services.”

K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”  
such as farming, housing construction, and levees.”

K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”

**Grade 1 (pp. 9-11)**

1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”

1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”

1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”  
Louisiana, which distinguishes Louisiana within America.”

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”

Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.

		<p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."</p> <p>1.E. New Items. Add: "Explain why people move to earn a better living." Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p>
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		<p>1.G.8. Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.</p> <p>people move to earn a better living.” Delete and do not replace.</p> <p>1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”</p> <p>1.G.10. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p>1.G.11. Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p> <p><b>Grade 2 (pp. 12-14)</b></p> <p>2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”</p> <p>2.H.5. “Explain how different observers can interpret the same historical events in different ways.”</p> <p>2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”</p> <p>2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”</p> <p>2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by</p>
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		<p>means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”</p> <p>2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”</p> <p>2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”</p> <p>2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.” history, including by discussion of the Mayflower Compact.”</p> <p>2.C. New Items.</p> <p>Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”</p> <p>2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”</p> <p>goods and services.”</p> <p>2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”</p> <p>2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”</p> <p>States and Louisiana.”</p> <p>2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by</p>
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its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and

decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that

		<p>religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”</p> <p>4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”</p> <p>4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”</p> <p>4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”</p> <p>4.C. New Items.</p> <p>Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”</p> <p>4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”</p> <p>4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”</p> <p>4.E.5. “Analyze how governmental decisions impact economic well-being. Including</p>
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but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic



intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new

technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include

Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early

Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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



		<p>New Right.”</p> <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, Richard Daley, Chappaquiddick, and Watergate.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>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.”</p> <p>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.”</p> <p>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).”</p> <p>8.E.1.</p> <p>Note: 8.H.5, as emended, provides coverage. Delete and do not replace.</p>
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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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens."

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events

and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.  
 Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and

Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”



WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

WH.C.13. "Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all."

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen

Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”

<p><a href="mailto:redheaded0369@gmail.com">&lt;redheaded0369@gmail.com&gt;</a></p>	<p>November 28, 2021 2:39 PM</p>	<p>Changes I would like to see to the proposed history curriculum.</p> <p>Thanks, Lindsey T. Anslem To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p>
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K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

	<p>1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."</p> <p>1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."</p> <p>1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America." Louisiana, which distinguishes Louisiana within America."</p> <p>1.H.12. Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.</p> <p>1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering." Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.</p> <p>1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."</p> <p>1.C. New Item. Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."</p> <p>1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade." 1.E. New Items. Add: "Explain why people move to earn a better living."</p>
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		<p>Add: "Describe how free economic choice benefits the individual and the country."</p> <p>1.G.4. "Describe ways people change their environment to improve their lives."</p> <p>1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture." modifying their environment to suit their culture."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."</p> <p>1.G.7.</p> <p>Note: I.H.10 provides coverage. Delete and do not replace.</p> <p>1.G.8.</p> <p>Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.</p> <p>people move to earn a better living." Delete and do not replace.</p> <p>1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."</p> <p>1.G.10.</p> <p>Note: I.G.5, as emended, provides coverage. Delete and do not replace.</p>
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1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C. New Items.

		<p>Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."</p> <p>2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."</p> <p>goods and services."</p> <p>2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."</p> <p>2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."</p> <p>States and Louisiana."</p> <p>2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."</p> <p>2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."</p> <p>their environment to settle and improve the land."</p> <p>2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."</p> <p>2.G.9. "Describe the regionally varied culture and economy of the United States." Note: Move from Geography to History.</p> <p>2.G.10.</p>
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Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were

not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 4 (pp. 18-21)**

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither

should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."



5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to

methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S.

government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas

Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the

women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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,



		<p>and the Civil Rights movement.”</p> <p>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.”</p> <p>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.”</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 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>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.”</p> <p>8.C.5.</p> <p>Note: 8.H.2, as emended, provides coverage. Delete and do not replace.</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, the Holodomor, the Nanjing Massacre, the Holocaust, and the Tibetan genocide.”</p> <p>Note: Radical activists now refer to American assimilation policies as “cultural</p>
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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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been

		<p>amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p> <p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8.</p> <p>Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”</p> <p>US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the</p>
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period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

**World History (pp. 46-49)**

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that



occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the

Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

**World Geography (pp. 50-53)**

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear

		<p>power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>															
<p><u>Sasha Simons</u>  <u>&lt;ssimons@efschools.net&gt;</u></p>	<p>November 28,  2021 7:00 PM</p>	<table border="1"> <thead> <tr> <th data-bbox="569 570 724 662">Grade</th> <th data-bbox="724 570 982 662">Standard</th> <th data-bbox="982 570 1749 662">Comment</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 662 724 824">K</td> <td data-bbox="724 662 982 824">K.H.5, 10</td> <td data-bbox="982 662 1749 824">How do make this developmentally appropriate for a 5 year old? What’s the language appropriate for mastery of these standards?</td> </tr> <tr> <td data-bbox="569 824 724 1060">K</td> <td data-bbox="724 824 982 1060">ALL</td> <td data-bbox="982 824 1749 1060">The context extends from home, school, to communities in Louisiana. Is this not too large for this age group? Shouldn’t they focus on one community (or class, home, or school) and build fluency with it before trying to progress into broader areas in their state?</td> </tr> <tr> <td data-bbox="569 1060 724 1198">1</td> <td data-bbox="724 1060 982 1198">1.H.12</td> <td data-bbox="982 1060 1749 1198">This standard seems misplaced in 1<sup>st</sup> grade history. Maybe consider moving to 3<sup>rd</sup> grade geography 3.G.8</td> </tr> <tr> <td data-bbox="569 1198 724 1365">1</td> <td data-bbox="724 1198 982 1365">Civics standards</td> <td data-bbox="982 1198 1749 1365">The addition of civic virtues and democratic principles makes these standards stronger. However, I still feel the context is too broad for 1<sup>st</sup> graders.</td> </tr> </tbody> </table>	Grade	Standard	Comment	K	K.H.5, 10	How do make this developmentally appropriate for a 5 year old? What’s the language appropriate for mastery of these standards?	K	ALL	The context extends from home, school, to communities in Louisiana. Is this not too large for this age group? Shouldn’t they focus on one community (or class, home, or school) and build fluency with it before trying to progress into broader areas in their state?	1	1.H.12	This standard seems misplaced in 1 <sup>st</sup> grade history. Maybe consider moving to 3 <sup>rd</sup> grade geography 3.G.8	1	Civics standards	The addition of civic virtues and democratic principles makes these standards stronger. However, I still feel the context is too broad for 1 <sup>st</sup> graders.
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		1	1.G.9	This standard seems misplaced among 1 <sup>st</sup> grade geography. I don't see the cohesiveness of interactions of Louisiana with organizations around the world.
		2	2.H.5	Great opportunity to include voices/perspectives not often considered like children, native people, women, etc.
		4	4.H.3,6	The context and time period is very broad and general...maybe consider specifying so students can go more in depth of each economically, geographically, and historically
		5	5.H.3	Same feedback as above
		5	5.C.3	There is a 4 <sup>th</sup> grade Guidebooks Feudal System (Medieval Times) unit where students gain background info on the order of the system, how it kept order, and how it functioned economically before reading a fictional novel set in this time period.
		6	6.H.1	There is a 4 <sup>th</sup> grade Guidebooks American Revolution unit that covers important events and causes of the war. It also highlights the point of view of both the Patriots and Loyalists.
		Overall		I love the analysis skills/practices; however, I think there is value to including a section on civics practices and skills. The standards help students build content knowledge but lack an application piece, which is what civics is all about. I'm thinking similar to the mathematical practices in the math standards.

		Overall		<p>Why does changing standards to include more culturally diverse components also mean the rigor per grade level needs to be increased? I know we are behind but this doesn't make sense to me. What is the research-based evidence that supports this change? How is this developmentally appropriate especially for K-2?</p>	
		<p>Sasha Simons  <i>ELA Mentor and 4<sup>th</sup> Grade General Education Teacher</i>          Jackson Elementary School          East Feliciana Parish</p>			

Email address	Date Received	Comment
<p>T Marchand &lt;teenie.ccm@gmail.com</p>	<p>November 28, 2021 9:05 PM</p>	<p>Please make these extremely important changes to the newly proposed Social Studies Standards:</p> <p>Kindergarten:</p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p> <p>K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."</p> <p>K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."</p> <p>K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."</p> <p>K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."</p> <p>K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."</p> <p>K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."</p>



K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade.

Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles, including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence until proven guilty, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded, including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations, including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations, including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with special attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations, including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments, including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders, to include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas, including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways, to include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."



4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of

disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD."

Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their

environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign

affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.  
Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. "Evaluate the social, political, and economic changes that have affected the m interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America's growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies."

US.H.10. "Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII."

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same



over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

		<p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p> <p>Thank you so much.</p>
<p>&lt;toniandkids@eatel.net &gt;</p>	<p>November 28, 2021 9:58 PM</p>	<p>Thank You Toni Pearson To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p>

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.



1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."  
history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."  
Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither

should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 4 (pp. 18-21)**

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian

Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of

trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**



5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of

empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production,

distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of

land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

**Grade 6 (pp. 26-29)**

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

**Grade 7 (pp. 30-33)**

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence;

and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens."

C.H.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.

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. Car (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).”

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.”

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."

US.H.7. "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America's growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies."

US.H.10. "Evaluate the contributions of Louisiana peoples and analyze Louisiana's influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII."

US.C.2. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."

US.C.3. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if

it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

**World History (pp. 46-49)**

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the



Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution,

the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of

living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."

WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."

WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."

WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."

		<p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>Stacy Hudson &lt;stacyhudson8@gmail.com&gt;</p>	<p>November 29, 2021 10:37 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks You, Stacy Hudson</p> <p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don’t mind, please confirm receipt via email.</p> <p>Thanks!</p>

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."  
obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in

the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."  
modifying their environment to suit their culture."



1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."  
different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."  
history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and

development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western

Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700

AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”



4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."  
Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different

civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the

Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence

among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and

Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.  
Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s

Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving

the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of



natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to

the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of

		<p>economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>Jamie Slater &lt;jamieslater84@hotmail.com</p>	<p>November 29, 2021 11:38 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. My</p>

comments are attached via PDF. If you don't mind, please confirm receipt via email.

Thanks!

Please make these changes on the newly proposed Social Studies Standards are as follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade.

Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles, including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence until proven guilty, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded, including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations, including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."



2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."  
Note: Move from Geography to History.

2.G.10.  
Note: 2.G.9, as emended, provides coverage. Delete and do not replace.  
Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."  
3.H.5.  
Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."  
Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations, including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not

just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with special attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations, including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments, including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond

its borders, to include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas, including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways, to include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of

the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western

Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to

mathematics, philosophy, theology, science, political theory, literature, the fine arts,  
and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.  
Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of

second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being.

Including

but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence.

Including but

not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources.

Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land.

Including but

not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use

between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman

shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between

1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the

European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the

deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600

AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic

intellectual and cultural world, the Black Death, the Renaissance, the

Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied



economic desires within and across civilizations and empires between 600 - 1600 AD.

Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and

improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited

to the Renaissance rebirth of ideals of individual liberty and republican selfgovernment, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast

between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the

French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenthcenturydevelopment of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not

limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the m interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.  
Note: 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.  
Note: 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.  
Note: 8.H.4, as emended, provides coverage. Delete and do not replace.  
Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism;

U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement;

World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including

but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898

to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and

their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. "Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all."

Note: The entire course should be organized around this item—with the replacement of "civic and democratic ideals" with "ideals and institutions of liberty".

WH.C.16. "Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre."

WH.E.1. "Describe how global, national, and regional economic policies affect individual life decisions over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. "Analyze the wide variety of systems of coerced labor throughout the world

and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery."

WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child



mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to. draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain

freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the

		<p>development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”</p> <p>WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”</p> <p>WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”</p> <p>WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”</p> <p>WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”</p> <p>WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”</p> <p>WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”</p> <p>WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>Justin Smith &lt;justinsmith1130@yahoo.com&gt;</p>	<p>November 24, 2021 8:21 AM</p>	<p>To whom it may concern,</p> <p>Please see attached regarding the changes I would like to be made and not made regarding the newly proposed social studies standards.</p> <p>Regards,</p> <p>Justin Smith</p>

To Whom It May Concern:

There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.

Thanks!

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."  
modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.



Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were

not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of

the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and

Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice,

and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.



5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of

Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from

1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign

missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

	<p>US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”</p> <p>US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”</p> <p>US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”</p> <p>US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”</p> <p>US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”</p> <p>US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”</p> <p>US.H.8. Note: US.H.7, as emended, provides coverage. Delete and do not replace.</p> <p>US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth</p>
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as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain

how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and

20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”



WH.G.2. "Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800."

WH.G.6. "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."

WH.G.7. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that

Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

		<p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."</p> <p>WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."</p> <p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Paige Patterson &lt;patterson@cox.net&gt;</p>	<p>November 29, 2021 8:49 PM</p>	<p>To Whom It May concern,</p> <p>I could not get the Google app to work, so I was told I could use this email. As parents, we are completely against CRT being taught to our children and in generations to come. We support the attached suggestions and believe these to be highly appropriate and educational. The standards proposed at the August hearing had Marxist agenda. Please listen to us as parents. This is divisive and will destroy the integrity, history and unity of our country.</p> <p>Sincerely, Paige Patterson.</p> <p>K.H.1. "Describe how nations can change over time." K.H.3. "Compare life in America in the past to life today." K.H.4. "Learn America's traditions."</p>

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.8. "Identify the causes and effects of significant events in Louisiana history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and town."

K.C.7. "Identify elected leaders of the parish and town and describe their roles."

K.E.3. "Identify places in the parish that provide goods and services."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E.6. "Identify jobs and industries within a school and parish."

K.E.8. "Identify goods and services produced in different parishes in Louisiana."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.4. "Identify rural, suburban and urban parishes."

K.G.5. "Explain how Louisianans have adapted successfully to their climate."

K.G.6. "Identify examples of Louisiana's distinctive form of American culture."

Note: Move from Geography to History.

K.G.7. "Explain why people choose to move from place to place."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.2. "Compare life in America in the past to life today."

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.5. "Compare beliefs of people in the past to those of people in the present."

1.H.6. "Describe how different observers described a single historical event."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.1. "Describe the liberties guaranteed by Louisiana's state government."

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.3. "Describe how different public and private jobs help Louisianans."

1.E.4. "Describe how Louisiana's economy benefits America."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to

suit their environment and successfully modifying their environment to suit their culture.”

1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.

1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.2. “Compare life in America in the past to life today.”

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.4. “Compare beliefs of people in the past to those of people in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.H.10. “Explain how Louisiana embodies America’s tolerant and pluralist culture.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C.8. “Describe how American principles inspire and guide individual Americans.”

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and

Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.

Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”



4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC -

700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.  
 Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”  
 Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the

career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China,

and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas.”

5.G.5. “Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange.”

5.G.6. “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”

Grade 6 (pp. 26-29)

6.H.2. “Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the

importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to

the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not

limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."  
 Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."  
 Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."  
 World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."  
 Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."  
 Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy

Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."  
World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."

WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."

WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."

WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."

WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize

		<p>prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.</p> <p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Candy Peavy &lt;ccpeavy50@att.net&gt;</p>	<p>November 29, 2021 9:06 PM</p>	<p>Since your comment portal appears to be non-functioning, I was told I could use this email address for my remarks. Please accept these comments for your records.</p> <p>Parents all across this state are standing up for their children's rights to an education that does NOT include Critical Race Theory in any of its curricula. Children must not be taught that one race is a victim while another is the oppressor. This is in fact true racism. Indeed, they must not be taught Marxist ideology. Parents should be the arbiters of what their children are taught in their schools and not the highly corrupt and woke teacher's union.</p> <p>Please listen to the concerned voices across our state and eliminate any possibility that CRT will be taught to our children. The children are our future, and they deserve a future free of Critical Race Theory.</p> <p>Sincerely, Candy Peavy Shreveport</p>
<p>Candy Peavy &lt;ccpeavy50@att.net&gt;</p>	<p>November 29, 2021 9:10 PM</p>	<p>My previous email against CRT failed to include these standards that should be taught to our students, NOT Critical Race Theory.</p> <p>Candy Peavy Shreveport</p> <p>K.H.1. "Describe how nations can change over time."  K.H.3. "Compare life in America in the past to life today."  K.H.4. "Learn America's traditions."  K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p>

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.8. "Identify the causes and effects of significant events in Louisiana history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and town."

K.C.7. "Identify elected leaders of the parish and town and describe their roles."

K.E.3. "Identify places in the parish that provide goods and services."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E.6. "Identify jobs and industries within a school and parish."

K.E.8. "Identify goods and services produced in different parishes in Louisiana."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.4. "Identify rural, suburban and urban parishes."

K.G.5. "Explain how Louisianans have adapted successfully to their climate."

K.G.6. "Identify examples of Louisiana's distinctive form of American culture."

Note: Move from Geography to History.

K.G.7. "Explain why people choose to move from place to place."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical



environment.”

Grade 1 (pp. 9-11)

1.H.2. “Compare life in America in the past to life today.”

1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”

1.H.5. “Compare beliefs of people in the past to those of people in the present.”

1.H.6. “Describe how different observers described a single historical event.”

1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”

1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.1. “Describe the liberties guaranteed by Louisiana’s state government.”

1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”

Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”

1.C. New Item.

Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”

1.E.3. “Describe how different public and private jobs help Louisianans.”

1.E.4. “Describe how Louisiana’s economy benefits America.”

1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”

1.E. New Items.

Add: “Explain why people move to earn a better living.”

Add: “Describe how free economic choice benefits the individual and the country.”

1.G.4. “Describe ways people change their environment to improve their lives.”

1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.”

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.  
Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.  
Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.  
Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.  
Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.2. "Compare life in America in the past to life today."

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.4. "Compare beliefs of people in the past to those of people in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.H.10. "Explain how Louisiana embodies America's tolerant and pluralist culture."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."

2.C.8. "Describe how American principles inspire and guide individual Americans."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of

government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. “Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism.”

3.C. New Items.  
 Add: “Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel.”

3.E.1. “Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal’s furs, cowry shells, gold, porcelain and bartering.”

3.E.7.  
 Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. “Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming.”

3.E. New Items.  
 Add: “Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”  
 Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”  
 Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman

or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the

flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.  
Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”  
Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.  
Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”  
Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish,



Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

Grade 7 (pp. 30-33)

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. “Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism.”

7.H.5. “Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass.”

7.H.6. “Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the

publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the

“Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S.

foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”



WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization,

the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.

		<p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Katie Alexander &lt;katie@jcalaw.us&gt;</p>	<p>November 29, 2021 9:27 PM</p>	<p>The Google app was having problems and I have been instructed to send suggestions to this email address.</p> <p>The standards proposed at the House Education Committee hearing in August had RED FLAGS all throughout the presentation. They must be revised.</p> <p>The vendors chosen are companies with a Marxist agenda and it cannot be accepted. Companies listed that MUST BE BANNED are i3, icivics, and educating American democracy. They cannot be allowed into the state. These are just a few of many companies with an agenda all parents are against.</p> <p>Parents are overwhelmingly AGAINST CRT. NO ONE came to any meeting fighting for CRT. Hundreds came speaking AGAINST. The message was loud and clear.</p> <p>You MUST honor what PARENTS want- NOT what teachers unions want. (Unions with a Marxist agenda)</p> <p>You must honor what parents want and not what lobbyists paying BESE want.</p> <p>People of all colors, backgrounds, and socioeconomic status came out AGAINST this.</p> <p>Black people do not want their children taught their children are victims. White people do not want their children taught they're oppressive and evil.</p> <p>ALL parents are against dividing children by color.</p> <p>Attached are the suggestions for changes in proposed standards.</p>

We will not tolerate standards that incorporate CRT of any kind into the curriculum. CRT is nothing less than child abuse.

We understand the language is subtle, misleading, and very deceiving when looking at it on the surface. It is blatant Marxism in the details.

Parents want PATRIOTIC AMERICAN history taught.

Children need to learn from the mistakes of the past- but understand the sacrifices made for all of us to live in freedom.

We MUST instill a love of country and our fellow Americans.

Our diversity is what makes us such a great nation. (I'm using a red flag word "diversity" in the appropriate context.)

There has never been a greater country in the history of the world.

God bless the great state of Louisiana, and God bless the USA. ☹☹☹☹☹☹☹☹☹☹

Sincerely,

Catherine Alexander  
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Baton Rouge, LA 70806  
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K.H.1. "Describe how nations can change over time."

K.H.3. "Compare life in America in the past to life today."

K.H.4. "Learn America's traditions."

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.8. "Identify the causes and effects of significant events in Louisiana history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and

George Washington.”

K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.”

K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.”

K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.”

K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.”

K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”

K.C.5. “Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends.”

K.C.6. “Identify roles and responsibilities of private citizens and public officials in the parish and town.”

K.C.7. “Identify elected leaders of the parish and town and describe their roles.”

K.E.3. “Identify places in the parish that provide goods and services.”

K.E.4. “Define trade, explain why individuals trade, and provide examples of different types of trade.”

K.E.5. “Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses.”

K.E.6. “Identify jobs and industries within a school and parish.”

K.E.8. “Identify goods and services produced in different parishes in Louisiana.”

K.E. New Items.

Add: “Define private property, the individual right to dispose of one’s private property, and the government’s obligation to preserve private property rights.”

Add: “Define the individual right to choose how to work and the government’s obligation to preserve the right to work.”

Add: “Define free exchange of goods and services.”

K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”

K.G.4. “Identify rural, suburban and urban parishes.”

K.G.5. “Explain how Louisianans have adapted successfully to their climate.”

K.G.6. “Identify examples of Louisiana’s distinctive form of American culture.”

Note: Move from Geography to History.

K.G.7. “Explain why people choose to move from place to place.”

K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”

Grade 1 (pp. 9-11)

1.H.2. “Compare life in America in the past to life today.”

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.5. "Compare beliefs of people in the past to those of people in the present."

1.H.6. "Describe how different observers described a single historical event."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.1. "Describe the liberties guaranteed by Louisiana's state government."

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.3. "Describe how different public and private jobs help Louisianans."

1.E.4. "Describe how Louisiana's economy benefits America."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.2. "Compare life in America in the past to life today."

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.4. "Compare beliefs of people in the past to those of people in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.H.10. "Explain how Louisiana embodies America's tolerant and pluralist culture."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."

2.C.8. "Describe how American principles inspire and guide individual Americans."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."



3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence.

Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and

the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.  
 Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution."

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.  
Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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. Car (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).”

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United

States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it

carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest

current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brixton (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the

		United States.”
<p>Lisa Allen &lt;lisaallen@yahoo.com &gt;</p>	<p>November 30, 2021 12:13 AM</p>	<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email,</p> <p>Thank you, Lisa E. Allen, Benton, LA lisaallen@yahoo.com Submitted via email on 11/29/2021</p> <p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsuporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email,</p> <p>Thank you, Lisa E. Allen, Benton, LA lisaallen@yahoo.com Submitted via email on 11/29/2021</p> <p>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</p> <p>Kindergarten:</p> <p>K.H.5. “Explain the importance of liberty and equality under the law in the development of America.”</p>



K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work.”

Add: “Define free exchange of goods and services.”

K.G.3. “Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees.”

such as farming, housing construction, and levees.”

K.G.8. “Identify some of Louisianans’ differing and often conflicting judgments about what they like and dislike in their physical environment.”

Grade 1 (pp. 9-11)

1.H.4. “Compare the lives of Louisianans today in urban, suburban, and rural parishes.”

1.H.7. “Explain how varied nations united themselves to forge and develop Louisiana.”

1.H.9. “Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America.”

Louisiana, which distinguishes Louisiana within America.”

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America’s ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. “Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering.”

Note: “volunteering” should not be used to prepare students for the progressive “pedagogies” of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. “Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of

innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will.”

1.C. New Item.

Add: “Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem.”

1.E.5. “Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade.”

1.E. New Items.

Add: “Explain why people move to earn a better living.”

Add: “Describe how free economic choice benefits the individual and the country.”

1.G.4. “Describe ways people change their environment to improve their lives.”

1.G.5. “Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture.”

modifying their environment to suit their culture.”

1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why

people move to earn a better living.” Delete and do not replace.  
people move to earn a better living.” Delete and do not replace.

1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact." history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early

civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations.”

Add: “Explain how early Middle Eastern civilizations’ economic activities and institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.” and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 4 (pp. 18-21)

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with



barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. “Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. “Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period.”

4.H. New Items.

Add: “Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture,

and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between

Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured

servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”



Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological

innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877.”

Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877.

Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.  
Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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).”

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not

limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political

movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the

Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

WH.C.13. "Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all."

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced

nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”

WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain

freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”



		<p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Christy Haik &lt;thewittmanns@me.com&gt;</p>	<p>November 30, 2021 9:58 AM</p>	<p>The portal yesterday was having technical issues, and we were told to simply email our commentary to this address.</p> <p>The situation in which we currently find ourselves, that is fighting critical race theory in our schools, is one that should concern every citizen.</p> <p>I no longer have school-age children, but am very worried about the direction of our country if our patriotic history is no longer taught, and critical race theory is.</p> <p>We must teach our children that skin color is not something of which to be ashamed. We are all created equal. We must teach them that our forefathers fought and died on the battlefield to preserve their right to live freely with all people.</p> <p>If the Social Studies standards that were proposed in the meeting in August are adopted, it will be nothing short of welcoming Marxism into our schools, and thereby the indoctrination of our children. It is time for us to wake up and stand up to the insidious decimation of our country.</p> <p>Save our schools. Save our children!!!</p> <p>Allow the parents to decide what is best for their children, NOT the teachers' unions!</p> <p>Thank you for taking this matter very seriously. God bless you and the work that you do,</p> <p>Christy Haik</p> <p>K.H.1. "Describe how nations can change over time." K.H.3. "Compare life in America in the past to life today." K.H.4. "Learn America's traditions." K.H.5. "Explain the importance of liberty and equality under the law in the development of America." K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p>

K.H.8. "Identify the causes and effects of significant events in Louisiana history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and town."

K.C.7. "Identify elected leaders of the parish and town and describe their roles."

K.E.3. "Identify places in the parish that provide goods and services."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E.6. "Identify jobs and industries within a school and parish."

K.E.8. "Identify goods and services produced in different parishes in Louisiana."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.4. "Identify rural, suburban and urban parishes."

K.G.5. "Explain how Louisianans have adapted successfully to their climate."

K.G.6. "Identify examples of Louisiana's distinctive form of American culture."

Note: Move from Geography to History.

K.G.7. "Explain why people choose to move from place to place."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.2. "Compare life in America in the past to life today."

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.5. "Compare beliefs of people in the past to those of people in the present."

1.H.6. "Describe how different observers described a single historical event."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.1. "Describe the liberties guaranteed by Louisiana's state government."

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.3. "Describe how different public and private jobs help Louisianans."

1.E.4. "Describe how Louisiana's economy benefits America."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental

changes.”

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.

1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.2. “Compare life in America in the past to life today.”

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.4. “Compare beliefs of people in the past to those of people in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.H.10. “Explain how Louisiana embodies America’s tolerant and pluralist culture.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”

2.C.8. “Describe how American principles inspire and guide individual Americans.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner,

America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”

2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”

2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. “Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period.”

3.C.2. “Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.  
Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.  
Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence.  
Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.  
Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."  
Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."  
Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."  
Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to



the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.  
 Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution."

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the western third of the continental United States."

7.C.4. "Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women's rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans' pensions."

7.C.5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."

7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."

7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."

Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.

7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."

7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."

7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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)."

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."

United States History (pp. 42-45)

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New



Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the

Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”

US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.”

US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

World History (pp. 46-49)

WH.H.1. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”

WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”

WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political

institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."

WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."

WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."

WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."

WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."

WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."

WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."

WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."

WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but

		<p>not limited to Nazism, communism, and industrial development policies of postcolonial states.”  WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”</p>
<p>Trandi Phillips  &lt;beulahsbiscuits@gmail.com&gt;</p>	<p>November 30,  2021 10:04  AM</p>	<p>To : classroomsupporttoolbox@la.gov</p> <p>From: Trandi Phillips, Caddo Parish Parent</p> <p>Dear BESE:</p> <p>I wrote the standard first, then my comments in yellow.</p> <p>Developing Claims and Using Evidence -  Use selected evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims, and evaluate evidentiary strengths and weaknesses.  <b>**It is imperative that during this lesson, students are not building a case to support a perspective, but rather they are researching facts from the evidence.**</b></p> <p>Explain why certain ideas, events and individuals are celebrated.  <b>**It is vital to add people to celebrate, instead of removing people. Do not negate the founding fathers or anyone else because of their ethnicity or skin color.*</b></p> <p>Identify the influence of various ethnic groups on communities in Louisiana.  <b>**Do not negate what is labeled as white or caucasian or European in this discussion.</b></p> <p>Explain the purpose of government.  <b>**It is absolutely vital to teach about the Republic's purpose of government. We are not founded on Marxist ideas. We can talk</b></p>

		<p>about other forms of government and how they fail to bring about freedoms, but we ought not to teach our children that the USA is anything but a Democratic Republic with three branches designed to protect our INDIVIDUAL freedoms. The purpose of government is to serve the people and abide by their consent-- The Constitution.**</p> <p>Identify the role of self, school and home in the community.  *This is the perfect time to learn about capitalism and the healthy way it promotes community engagement and work ethics.*</p> <p>Evaluate the consequences of globalism..  *It is paramount to research and learn about how other cultures can influence the way we perceive our country and has changed the way we engage with our government.</p> <p>Analyze the role of economic policies and relationships of supranational organizations.  **Be sure that we are teaching the impact of these policies on USA freedoms!*</p> <p>Please let me know you have received this and added my comments to your revision process.  Thank You,  Trandi Phillips  Caddo Parish Parent</p>
<p>Strader Cieutat  &lt;sdcieutat@gmail.com&gt;</p>	<p>November 30,  2021 1:00 PM</p>	<p>The standards proposed at the House Education Committee hearing in August had RED FLAGS all throughout the presentation. They must be revised.</p> <p>The vendors chosen are companies with a Marxist agenda and it cannot be accepted. Companies listed that MUST BE BANNED are i3, icivics, and educating American democracy. They cannot be allowed into the state. These are just a few of many companies with an agenda all parents are against.</p> <p>Parents are overwhelmingly AGAINST CRT. NO ONE came to any meeting fighting for CRT. Hundreds came speaking AGAINST. The message was loud and clear.</p> <p>You MUST honor what PARENTS want- NOT what teachers unions want. (Unions with a Marxist agenda)</p>

You must honor what parents want and not what lobbyists paying BESE want.

People of all colors, backgrounds, and socioeconomic status came out AGAINST this.

Black people do not want their children taught their children are victims. White people do not want their children taught they're oppressive and evil.

ALL parents are against dividing children by color.

Attached are the suggestions for changes in proposed standards.

We will not tolerate standards that incorporate CRT of any kind into the curriculum. CRT is nothing less than child abuse.

We understand the language is subtle, misleading, and very deceiving when looking at it on the surface. It is blatant Marxism in the details.

Parents want PATRIOTIC AMERICAN history taught.

Children need to learn from the mistakes of the past- but understand the sacrifices made for all of us to live in freedom.

We MUST instill a love of country and our fellow Americans.

Our diversity is what makes us such a great nation. (I'm using a red flag word "diversity" in the appropriate context.)

There has never been a greater country in the history of the world.

God bless the great state of Louisiana, and God bless the USA. 🇺🇸🇺🇸🇺🇸🇺🇸🇺🇸🇺🇸🇺🇸

Sincerely,

Strader Cieutat

<p>Chris Alexander &lt;jca@jcalaw.us&gt;</p>	<p>November 30, 2021 1:31 PM</p>	<p>I want to register my strong opposition to the teaching of the poisonous doctrine called Critical Race Theory in Louisiana’s public schools. I have spoken with numerous parents across the state, as have members of my family involved in public service. The opposition to CRT is both massive and increasingly energetic. I have rarely seen this level of public engagement on one issue. And I’m privileged to count myself and my family among the many standing in opposition. This is one of those issues that voters care deeply about, and they will not soon forget who stood where at election time. That is a promise.</p> <p>I am attaching social studies standards that we recommend be implemented in the public school curriculum. These standards run directly counter to CRT, and will ensure that our students view themselves, and each other, as free Americans privileged to live under the rule of the greatest document in human freedom ever drafted, and not through the pernicious lens of race.</p> <p>We will be following developments closely, and will hold our public servants fully accountable for their decisions on this critical issue.</p> <p>Fortune favors the brave.</p> <p>John Christopher Alexander, Sr. Baton Rouge, La 225 333-6434</p> <p>K.H.1. “Describe how nations can change over time.” K.H.3. “Compare life in America in the past to life today.” K.H.4. “Learn America’s traditions.” K.H.5. “Explain the importance of liberty and equality under the law in the development of America.” K.H.6. “Describe how Americans have changed and stayed the same in the course of their history.” K.H.8. “Identify the causes and effects of significant events in Louisiana history.” K.H.9. “Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington.” K.H.10. “Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture.” K.C.1. “Identify mankind’s natural liberties and explain how government can sustain them.” K.C.2. “Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity.” K.C.3. “Identify and give examples of why people usually should be free to determine their own course of action.” K.C.4. “Describe the importance of conscience to judge whether a rule is immoral or unjust.”</p>
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K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and town."

K.C.7. "Identify elected leaders of the parish and town and describe their roles."

K.E.3. "Identify places in the parish that provide goods and services."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E.6. "Identify jobs and industries within a school and parish."

K.E.8. "Identify goods and services produced in different parishes in Louisiana."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

K.G.4. "Identify rural, suburban and urban parishes."

K.G.5. "Explain how Louisianans have adapted successfully to their climate."

K.G.6. "Identify examples of Louisiana's distinctive form of American culture."

Note: Move from Geography to History.

K.G.7. "Explain why people choose to move from place to place."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.2. "Compare life in America in the past to life today."

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.5. "Compare beliefs of people in the past to those of people in the present."

1.H.6. "Describe how different observers described a single historical event."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.1. "Describe the liberties guaranteed by Louisiana's state government."

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.3. "Describe how different public and private jobs help Louisianans."

1.E.4. "Describe how Louisiana's economy benefits America."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.2. "Compare life in America in the past to life today."

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.4. "Compare beliefs of people in the past to those of people in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.H.10. "Explain how Louisiana embodies America's tolerant and pluralist culture."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."

2.C.8. "Describe how American principles inspire and guide individual Americans."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare."

2.G.9. "Describe the regionally varied culture and economy of the United States."

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. "Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia."

3.H.3. "Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru."

3.H.4. "Explain how different observers interpreted select historical events in different ways."

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC- 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 5 (pp. 22-25)

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include

but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: “Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas’ opposition to enslaving conquered American Indians.”

Add: “Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.E.1. “Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”



5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution."

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez."

6.C.3. "Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes."

6.C.4. "Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal."

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck."

7.C.3. "Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk's acquisition of the

western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

Grade 8 (pp. 34-37)

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens.”

C.H.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.

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.”

United States History (pp. 42-45)

US.H.1. “Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North

American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.”



US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. "Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights."

WH.C.8. "Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia."

WH.C.9. "Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution."

WH.C.10. "Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010."

Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

World Geography (pp. 50-53)

WG.H.4. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. “Explain how landscape features, land, and resource use affect cultural beliefs and customs.”

WG.H.6. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”

WG.H.9. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.”

		<p>WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."</p> <p>WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."</p> <p>WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."</p> <p>WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage)."</p> <p>WG.E.3. "Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities."</p> <p>WG.E.4. "Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism."</p> <p>WG.E.5. "Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions."</p> <p>WG.E.8. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."</p> <p>WG.E.9. "Analyze Louisiana's economic system and its relationship with other world regions within the context of increasing global interdependence."</p> <p>WG.G.3. "Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection."</p> <p>WG.G.8. "Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power."</p> <p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Mari Presedo &lt;maripresedo@me.com &gt;</p>	<p>November 30, 2021 2:14 PM</p>	<p>Im Dear House if Education committee members,</p> <p>I tried to use the portal but it wasn't working and I was told to send my email comments to this address</p>

The standards proposed at the House Education Committee hearing in August must be revised before we completely lose our country as we know it.

Observations:

The vendors chosen are companies with a Marxist agenda and cannot be accepted.

i3, ICivics, and Educating American Democracy. are all companies with a pronounced Marxist agenda. They cannot be allowed into the state. They are a few of many companies with an agenda, wholly opposed by all parents who showed up.

Did you notice how all parents present were overwhelmingly AGAINST CRT?

While HUNDREDS came to speak out AGAINST, NOT A SINGLE ONE came to argue for it. The message should have been crystal clear.

You have to accept and honor parents' wishes and decisions regarding what's appropriate for their children. It is an insult to parents to assume they are not competent enough to decide what's best for their Children's educational & social development. The members of BESE, who are largely financially influenced by racist leftist lobbyists are not authorities and do not reflect our values.

We (my family) came to this country in 1959 to escape communism- to this country -the first country to legally abolish slavery-lthe first country to admit legal immigrants of all races, socio economic backgrounds, skills and education, the first country to legally allow single women to own property, businesses and to vote, to form the most diverse (in thought and ethnicity) population, to make this the greatest nation, where all men had the opportunity to make something of themselves, if only they worked for it, if only they weren't taught to be victims, too weak or uneducated to do anything besides demand "equity." Equity and equality are NOT the same.

At the meetings , public and private, we have seen people of all colors,ages backgrounds, and socioeconomic status stand United fighting AGAINST this. Why would you insist on destroying that unity because it doesn't fit some pre-determined agenda?

Black people (from Africa, Asia, Australia, the Americas et al.) do not want their children taught they are victims. Brown people (like me, believe it or not) didn't come here for the free stuff but for the freedom to make our own destinies and build futures for our children and acquire our own "stuff."

I don't want my white grandchildren to be taught they're oppressive and guilty of past evils or my brown ones to think they are victims and helpless NOW.

What does CRT do to a family like mine?

All Americans are against dividing children by color, especially after having fought so hard to teach them to judge a person "by the content of their character and not by the color of their skin." What a great phrase, isn't it? That MLK knew some stuff.

The proposed standards are very lacking - even divisive .

Standards incorporating CRT of any kind into the curriculum is nothing less than child abuse and will NOT be tolerated. The subtle, misleading language on the surface, is blatant Marxism when read in careful detail.

Parents want true AMERICAN history taught-both the good and the bad because those who don't learn from history are destined to repeat it. Many of you aren't old enough to remember when people of color weren't allowed to use the same restaurant counters, restrooms and had to sit in the back of the bus. You don't remember when Jewish people were forced to wear stars to segregate them from the rest of the populace. Dividing a society and breaking its spirit & setting them against each other to conquer a people is not a new tactic. And those who don't learn from history are destined to repeat it. ( our vaccine mandates are in essence doing exactly that) yes, Native Americans from all Americas, suffered greatly, but so did other populations also enslaved here. We ABOLISHED slavery- first all the southern black slaves, the following year, the rest of the slaves were freed. We abolished slavery.

Even with the bad- this nation is exceptional. Think about this-people enslaved by rival tribes, sold at slave markets, were transported here as slaves, to have their children grow up to be doctors, lawyers, entrepreneurs, legislators, educators and part of a great nation called The United States of America,.

And it was all achieved by the tremendous combined sacrifices made by all of them- people of all races and ethnicities - for all of us to live in freedom.

When we came here my father told us, "no more Spanish when we step off the plane- even if you have to use sign language." I had already learned a little English in school. My brother & sister were still babies. He said, "we left some things behind, but we are moving to our best future and these people will give you the opportunity to work for it. The government will not steal it from you. When you see that flag, you stand and put your hand over your heart, like this. It is your NEW flag. This will be your new country and your new people-(tus compadres)- and you must love, protect & defend it so nobody takes this from you again. "

We MUST instill a love of country and our fellow Americans or our nation will fall to the scavengers ready to fight over the spoils.

Our diversity m, of thought & experience shared , is what makes us such a great nation. When we work together, we can achieve true greatness. Unfortunately the last 3 decades have been spent in tearing us apart by emphasizing all our differences- and now we are being divided again by color? Where do me and my family fit in? What do I tell my brown grandchildren about their blonde blue eyed cousins? We were all proud of just being Americans before. We have NEVER used the deadly hyphen by the way. The hyphen was made to divide us. African American, Cuban American , Asian American, Italian American, Native American? We have to lose the hyphens and just be Americans - sharing our histories, our music , our foods and even our tears- but being Americans first and last.

I lost my birth country. They nationalized the schools, they redistributed the wealth so everyone was equally poor and now the remaining population wants to come here. Unfortunately, this new generation comes for the “free stuff”, because they have heard of it and they have lived under communism for over 60 years. With CRT, they will do to this country what they allowed to happen to theirs.

Equity is not the same as equality. Critical Race Theory is a Marxist tool to divide & conquer the faint hearted.

My family is multiracial and certainly multi cultural, but one thing we are over anything else is, we are proud , flag waving Americans.

I love our country and I love our state. Our state is the last bastion of Southern hospitality. I moved here from South Fl. in January of 1982 and never looked back. My parents moved our family here from Cuba in 1959. I am thankful every day to be an American citizen, as there has never been a greater country in the history of the world. God bless our great nation and the great state of Louisiana.??????????

Si vis pacem,  
para bellum,  
M H H Presedo  
225-802-7030

<p>Jennifer Rawls &lt;rawls.jennifer@gmail.com&gt;</p>	<p>November 30, 2021 2:40 PM</p>	<p>Hi,</p> <p>I have attached my comments for the new social studies curriculum. Please consider them.</p> <p>Thank you,</p> <p>Jennifer</p> <p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, <a href="mailto:classroomsupporttoolbox@la.gov">classroomsupporttoolbox@la.gov</a> and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p> <p><b>The changes I would like to see on the newly proposed Social Studies Standards are as the follows:</b></p> <p><b>Kindergarten:</b></p> <p>K.H.5. "Explain the importance of liberty and equality under the law in the development of America."</p> <p>K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."</p> <p>K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."</p> <p>K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."</p> <p>K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."</p>
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K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."



K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

**Grade 1 (pp. 9-11)**

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes."

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: "Explain why people move to earn a better living." Delete and do not replace.

people move to earn a better living." Delete and do not replace.

1.G.9. "Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day."

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

**Grade 2 (pp. 12-14)**

2.H.3. "Describe how events, people, and innovations of the past affect the parish, state, and nation in the present."

2.H.5. "Explain how different observers can interpret the same historical events in different ways." different ways."

2.H.6. "Explain how individuals of varied nations united themselves to forge and develop America."

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind."

2.C.2. "Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit."

2.C.4. "Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed."

2.C.5. "Compare state and national elected officials and explain their roles and responsibilities."

2.C.7. "Identify the religious and secular sources in Western Civilization for America's conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact."  
history, including by discussion of the Mayflower Compact."

2.C. New Items.

Add: "Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America."

2.E.1. "Identify how people use natural, human, and capital resources to provide goods and services."

goods and services."

2.E.6. "Explain how economic growth reduces but cannot eliminate scarcity of resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs."

2.E.7. "Differentiate between imports and exports of goods and services in the United States and Louisiana."

States and Louisiana."

2.E.11. "Describe how Louisiana's economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors."

2.G.5. "Describe how Americans throughout their history have successfully modified their environment to settle and improve the land."

their environment to settle and improve the land."

2.G.7. "Describe the effect human activity has had on the environment of North

America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

**Grade 3 (pp. 15-17)**

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. “Explain how different observers interpreted select historical events in different ways.”

3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. “Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism.”

Note: “Historically accepted” appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and

institutions laid the groundwork for the Greek marketplace (agora).”

Add: “Describe the extent and character of agriculture in pre-Columbian Louisiana.”

3.G.4. “Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter.”

3.G.5. “Analyze and explain the physical and environmental characteristics of places and regions and how they change over time.”

3.G.6. “Analyze and explain how an ancient civilization’s culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values.”

Note: Move from Geography to History.

3.G.7. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

**Grade 4 (pp. 18-21)**

4.H.2. “Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism.”

4.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates.”

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government."

4.C.3. "Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome's adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

4.C.4. "Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and



the Code of Justinian, which is the ancestor Louisiana's French legal inheritance."

4.C.7. "Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome."

4.C.8. "Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals."

4.C. New Items.

Add: "Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual."

4.E.1. "Explain how the interaction between producers and consumers satisfied economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production."

4.E.4. "Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization."

4.E.5. "Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian's reduction of economic freedom and the economic and political collapse of the Roman empire."

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations."

Add: "Contrast the ideal of economic freedom and the ancient world's practices of economic coercion, including slavery."

4.G.4. "Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems."

4.G.5. "Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor construction, and road-building in Rome and Han China."

4.G.6. "Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank."

4.G.7. "Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD."

4.G.8. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

**Grade 5 (pp. 22-25)**

5.H.2. "Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America."

5.H.3. "Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD."

5.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico."

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations."

5.H. New Items.

Add: "Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations."

Add: "Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America."

5.C.1. "Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies."

5.C.3. "Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.C.4. "Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals."

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied

economic desires within and across civilizations and empires between 600 - 1600 AD.  
Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades.”

5.E.3. “Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism.”

Note: Mercantilism is a post-1600 theory.

5.E.4. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”

5.E.5. “Analyze how governmental decisions affect economic prosperity.”

5.E.6. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”

5.E.7. “Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.”

5.E.8. “Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD.”

5.E.9. “Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.”

5.E. New Items.

Add: “Contrast the ideal of economic freedom and the medieval and Renaissance world’s practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe’s American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India.”

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

**Grade 6 (pp. 26-29)**

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy."

6.H.3. "Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement."

6.H.4. "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the

Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. “Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism.”

6.E.3. “Describe how property rights are defined, protected, and enforced by the government.”

6.G.3. “Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.”

**Grade 7 (pp. 30-33)**

7.H.2. “Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction.”

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom's Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln."

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. "Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877."

7.H.10. "Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to



William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

7.C.6. “Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments.”

7.E.1. “Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts.”

Note: “Mass production” usually refers to Henry Ford’s innovations in the early twentieth century.

7.G.5. “Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.”

7.G.7. “Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals.”

7.G.8. “Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians.”

**Grade 8 (pp. 34-37)**

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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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.”

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

**Civics (pp. 38-41)**

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 citizens.”

C.H.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.

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. Car (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).”

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."

**United States History (pp. 42-45)**

US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."

US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."

US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."

US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four



Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. "Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine."

US.C.7. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide."

Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."

US.C.9. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

**World History (pp. 46-49)**

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."

WH.C.3. "Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems."

WH.C.6. "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the

Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”

**World Geography (pp. 50-53)**

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans."

WG.C.6. "Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brixton (Nigel

Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

WG.G.11. “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”

WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”

<p>Marshall Berger &lt;tworedsranch@gmail.com&gt;</p>	<p>November 30, 2021 3:15 PM</p>	<p>BESE Board Social Studies Revisions</p> <p>Please add these comments to your review discussion.</p> <p>Civics:</p> <p>In every grade, when a civics lesson is taught, we must uphold the structure of our United States governing body. Yes we must compare our Republic with other forms of government. Yes we must understand what true Democracy is, and what it is not. We must teach our children the facts and be utterly cautious to distribute actual information instead of inciting emotional reactions based on limited perspectives.</p> <p>A social studies standard reads, "Define the purpose of the government." The lessons taught must be clear that the purpose of government changes depending on the established laws of that government. The United States of America is a Democratic Republic, with checks and balances to uphold the consent of the people. It is vital to teach students that the consent of the people is written in the Constitution. It is paramount that students understand the Supremacy Clause, Article IV - Clause 2 that clearly and without refutation states that the laws are to be made "in pursuance of" the Constitution.</p> <p>Comparing forms of government ought to always be wrought with examples of those governments working out their philosophies and policies in real life.</p> <p>As for the elementary grades, why even introduce ancient civilizations and their governments? There is barely an understanding of their own government, much less grasping for ancient timeframes and cultures. I suggest dropping world history altogether from elementary grades.</p> <p>Developing Compelling Questions and Supporting Questions Grade 3-5.1&amp;2, 6-8.1, 9-12.1 "Develop compelling questions based on disciplinary concepts in social studies." From the research I've gathered on disciplinary concepts in social studies, it is apparent that history, economics, geography and culture are the disciplines. Compelling is defined as : FORCEFUL; b: demanding attention; c: CONVINCING. Creating questions to engage in research is absolutely essential to upholding free speech, but why teach young minds how to forcefully pose questions that are designed to convince or persuade. What is vital to upholding free speech is the ability to LISTEN. Instead of developing</p>



		<p>compelling questions, I adamantly impose that the word compelling be completely erased from all social studies standards. In no way ought a young student or youth student be taught to develop a compelling question. They must be learning how to research facts period.</p> <p>These standards are far too detailed for students, and though rigor is a lofty goal in education, the practicality of these lessons being understood is dubious. Comprehension is paramount. Why then set standards on paper that will essentially be used against students by way of low test scores? Remove the standards that teach students to engage in opinions when it is proven their minds are not ready to formulate analytical opinions yet. Is it not obvious that adults have suffered enough from lacking research and listening skills?</p> <p>Finally, be sure to include the facts in history. Do not erase people because of their skin color. Do not erase events. Do not skim over American history. In fact, the only history worth learning about up until 8th grade is American. There is so much of it; do not overwhelm students with world history because they need to grasp the foundation of where we came from.</p> <p>Please let me know you received this and have added my comments to your revision review.</p> <p>Thank You, Marshall Berger Bossier Parish Parent</p>
		<p>To Whom It May Concern:</p> <p>There are issues with the BESE website and some comments that have been entered have not been confirmed. We received an email from Mrs. Marcie Buckle informing us that due to the issues, we can submit our comments to the email, classroomsupporttoolbox@la.gov and they would be happy to receive our comments there to record them into public record. If you don't mind, please confirm receipt via email.</p> <p>Thanks!</p>

The changes I would like to see on the newly proposed Social Studies Standards are as the follows:

Kindergarten:

K.H.5. "Explain the importance of liberty and equality under the law in the development of America."

K.H.6. "Describe how Americans have changed and stayed the same in the course of their history."

K.H.9. "Explain why Americans celebrate certain events, ideas, and individuals, such as the American Revolution, liberty, and George Washington."

K.H.10. "Learn how French, English, African Americans, Choctaws, and other ethnic groups jointly created Louisiana and its culture."

K.C.1. "Identify mankind's natural liberties and explain how government can sustain them."

K.C.2. "Describe how self-reliant individuals work to preserve their freedoms and increase their prosperity."

K.C.3. "Identify and give examples of why people usually should be free to determine their own course of action."

K.C.4. "Describe the importance of conscience to judge whether a rule is immoral or unjust."

K.C.5. "Explain how Americans combine individual self-reliance, civil disagreement, and limited delegation of authority to achieve carefully defined public ends."

K.C.6. "Identify roles and responsibilities of private citizens and public officials in the parish and own."

K.E.4. "Define trade, explain why individuals trade, and provide examples of different types of trade."

K.E.5. "Differentiate between primary expenses, such as food, clothing, and shelter, and discretionary expenses."

K.E. New Items.

Add: "Define private property, the individual right to dispose of one's private property, and the government's obligation to preserve private property rights."

Add: "Define the individual right to choose how to work and the government's obligation to preserve the right to work."

obligation to preserve the right to work."

Add: "Define free exchange of goods and services."

K.G.3. "Identify ways Louisianans have changed the land to benefit the public good, such as farming, housing construction, and levees."

such as farming, housing construction, and levees."

K.G.8. "Identify some of Louisianans' differing and often conflicting judgments about what they like and dislike in their physical environment."

Grade 1 (pp. 9-11)

1.H.4. "Compare the lives of Louisianans today in urban, suburban, and rural parishes."

1.H.7. "Explain how varied nations united themselves to forge and develop Louisiana."

1.H.9. "Identify the distinctive contribution of French settlers to the formation of Louisiana, which distinguishes Louisiana within America."

Louisiana, which distinguishes Louisiana within America."

1.H.12.

Note: This item forwards the current progressive campaign to eliminate America's ability to regulate immigration. There is in any case no reason this should be taught in the first grade. Delete and do not replace.

1.C.5. "Describe civic virtues. Including but not limited to self-reliance, respect for the rule of law, voting, running for office, serving on committees, and volunteering."

Note: "volunteering" should not be used to prepare students for the progressive "pedagogies" of service-learning, civic engagement, action civics, protest civics, or community organizing.

1.C.6. "Describe American principles. Including but not limited to inborn liberty and freedom, individual equality under the law, due process and the presumption of innocence, respect for individual rights, and the presumption that Americans treat one another with sincerity and good will."

1.C. New Item.

Add: "Learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem."

1.E.5. "Explain why and how goods and services are produced and traded. Including but not limited to satisfying primary expenses and discretionary expenses, and the role of bartering and money in facilitating trade."

1.E. New Items.

Add: "Explain why people move to earn a better living."

Add: "Describe how free economic choice benefits the individual and the country."

1.G.4. "Describe ways people change their environment to improve their lives."

1.G.5. "Describe how Louisianans throughout their history settled and improved the land by successfully adapting their culture to suit their environment and successfully modifying their environment to suit their culture."

modifying their environment to suit their culture."

1.G.6. "Discuss how Louisianans have successfully met the challenges posed by

natural disasters and other environmental changes.”

1.G.6. “Discuss how Louisianans have successfully met the challenges posed by natural disasters and other environmental changes.”

1.G.7.

Note: I.H.10 provides coverage. Delete and do not replace.

1.G.8.

Note: A suggested replacement in 1.E. New Items provides coverage: “Explain why people move to earn a better living.” Delete and do not replace.

people move to earn a better living.” Delete and do not replace.

1.G.9. “Identify how Louisianans participate in national American organizations and celebrations. Including but not limited to the Boy Scouts, Future Farmers of America, and Constitution Day.”

1.G.10.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

1.G.11.

Note: I.G.5, as emended, provides coverage. Delete and do not replace.

Grade 2 (pp. 12-14)

2.H.3. “Describe how events, people, and innovations of the past affect the parish, state, and nation in the present.”

2.H.5. “Explain how different observers can interpret the same historical events in different ways.”

different ways.”

2.H.6. “Explain how individuals of varied nations united themselves to forge and develop America.”

2.H.8. Describe the causes and effects of technological and scientific innovation, emphasizing how technology and science have liberated and enriched mankind.”

2.C.2. “Explain, with reference to the Declaration of Independence and the Preamble to the Constitution, how the federal government protects liberty, establishes justice by means such as the protection of due process, provides for the common defense, and thereby establishes the conditions necessary for individual citizens to pursue happiness as they see fit.”

2.C.4. “Explain the ideals of liberty in the Declaration of Independence and how the Constitution protects those ideals by establishing an enduring republic based upon the consent of the governed.”

2.C.5. “Compare state and national elected officials and explain their roles and responsibilities.”

2.C.7. “Identify the religious and secular sources in Western Civilization for America’s conception of civic virtue and describe how they have affected American history, including by discussion of the Mayflower Compact.”  
history, including by discussion of the Mayflower Compact.”

2.C. New Items.

Add: “Learn the National Pledge of Allegiance, the National Motto, and the words and music of The Star-Spangled Banner, America, and God Bless America.”

2.E.1. “Identify how people use natural, human, and capital resources to provide goods and services.”

goods and services.”

2.E.6. “Explain how economic growth reduces but cannot eliminate scarcity of

resources. Explain how people choose which desires to satisfy by considering scarcity of resources and opportunity costs.”

2.E.7. “Differentiate between imports and exports of goods and services in the United States and Louisiana.”

States and Louisiana.”

2.E.11. “Describe how Louisiana’s economy benefits the United States, especially by its human capital and its petroleum, chemical, and agricultural sectors.”

2.G.5. “Describe how Americans throughout their history have successfully modified their environment to settle and improve the land.”

their environment to settle and improve the land.”

2.G.7. “Describe the effect human activity has had on the environment of North America, the economic and national benefits of that activity, and how conservation and preservation may also contribute to the general welfare.”

2.G.9. “Describe the regionally varied culture and economy of the United States.”

Note: Move from Geography to History.

2.G.10.

Note: 2.G.9, as emended, provides coverage. Delete and do not replace.

Grade 3 (pp. 15-17)

3.H.2. “Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.”

3.H.3. “Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru.”

3.H.4. "Explain how different observers interpreted select historical events in different ways."  
3.H.5.

Note: 3.H.4, as emended, provides coverage. Delete and do not replace.

3.H.6. "Explain the causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, the rise and decline of early civilizations in Mesopotamia, Egypt, India, China, Mesoamerica, and Peru, and the development of different religious and ethical systems, including Judaism, Hinduism, and Confucianism."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

3.H.7. "Analyze the history of what would become Louisiana. Including but not limited to settlement in Louisiana between the Paleoindian and the Late Archaic period."

3.C.2. "Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule."

3.C.5. "Examine how the ideals of human liberty and individualism in Egypt, Sumer, and Israel contributed to the formation of modern American ideals of human liberty and individualism."

3.C. New Items.

Add: "Identify the ideals of human liberty and individualism in early civilizations, with especial attention to Sumer, Egypt, and Israel."

3.E.1. "Explain how the interaction between producers and consumers satisfied economic desires within and across early



civilizations. Including but not limited to how various resources were utilized as early mediums of exchange; animal's furs, cowry shells, gold, porcelain and bartering."

3.E.7.

Note: Ancient civilizations had extraordinarily limited trade by modern standards, and virtually no economic interdependence. Delete and do not replace.

3.E.8. "Explain the dynamic of village specialization in agriculture and nomadic specialization in pastoral farming."

3.E. New Items.

Add: "Explain the extraordinary importance of village agriculture in early civilizations, the limited importance of trade, and the extremely limited importance of trade between early civilizations."

Add: "Explain how early Middle Eastern civilizations' economic activities and institutions laid the groundwork for the Greek marketplace (agora)."

Add: "Describe the extent and character of agriculture in pre-Columbian Louisiana."

3.G.4. "Explain how the physical characteristics of places and regions influence how people modify and adapt to their environments. Including but not limited to irrigation, levees, terraces, agriculture, changes in land use, clothing, sewage systems, and shelter."

3.G.5. "Analyze and explain the physical and environmental characteristics of places and regions and how they change over time." and regions and how they change over time."

3.G.6. "Analyze and explain how an ancient civilization's culture spread beyond its borders. To include but not limited to belief systems, food, language, practices, traditions, and values."

Note: Move from Geography to History.

3.G.7. "Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals."

Grade 4 (pp. 18-21)

4.H.2. "Describe the development and spread of world religions and ethical systems in early civilizations and Classical Empires. Including but not limited to Christianity, Judaism, Zoroastrianism, Islam, Hinduism, Buddhism, and Confucianism."

4.H.4. "Explain how different observers interpreted select historical events in different ways. To include but not limited to Roman or Chinese conflicts with barbarian neighbors and different accounts of the beliefs of Socrates."

4.H.5.

Note: 4.H.4, as emended, provides coverage. Delete and do not replace.

4.H.6. "Explain causes and effects of significant historical events between 700 BC-700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe."

Note: "Historically accepted" appears to be a code word to keep Biblical history out of the classroom. A history class should not be predicated on the Bible, but neither should history standards go out of their way to reject its historical utility.

4.H.7. "Analyze the history of what would become Louisiana. To include but not limited to settlement in Louisiana between the Woodland and the Late Mississippian Period."

4.H. New Items.

Add: "Describe the history of Israel, Greece, and Rome, the formation of Western

Civilization from these three elements, the birth of Christendom and medieval Europe, and the formation of the French and English nations. To include but not limited to mathematics, philosophy, theology, science, political theory, literature, the fine arts, and the institutions of republican self-government.”

4.C.3. “Explain connections between governments and religion in complex societies and empires between 700 BC - 700 AD. To include but not limited to Rome’s adoption of Christianity as a state religion, the tightly linked genesis of Islam and expansion of the Umayyad Caliphate, and the Edicts of Asoka. Emphasize that religious ideals themselves affected the nature of government, society, and culture, and were not just a tool to justify secular rule.”

4.C.4. “Analyze the purpose and effects of rules and laws in second-wave civilizations from 700 BC - 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables, and the Code of Justinian, which is the ancestor Louisiana’s French legal inheritance.”

4.C.7. “Analyze the rights, roles, responsibilities, and extent of the concept of citizenship in Classical Greece and Rome.”

4.C.8. “Examine how the ideals, institutions, and individual examples of human liberty, individualism, and republican self-government in Israel, Greece, Rome, and early Christianity contributed to the formation of modern American ideals.”

4.C. New Items.

Add: “Identify the ideals of human liberty and individualism in second-wave civilizations from 700 BC - 700 AD, with especial attention to Israel, Greece, Rome, early Christian thought, and the general philosophical and religious emphasis in Western thought on the dignity of the individual.”

4.E.1. “Explain how the interaction between producers and consumers satisfied

economic desires in second-wave civilizations and empires between 700 BC - 700 AD. Including but not limited to Roman demand for silk and Chinese production.”

4.E.4. “Explain how market conditions and economic activity affected the growth of second-wave civilizations between 700 BC - 700 AD. Include mention of the connection between Greek economic enterprise, the expansion of the Greek city states, and the flourishing of Greek civilization.”

4.E.5. “Analyze how governmental decisions impact economic well-being. Including but not limited to the costs of maintaining legions to defend borders in the late Roman Empire, and the connection between Diocletian’s reduction of economic freedom and the economic and political collapse of the Roman empire.”

4.E.8. Explain how trade leads to increasing economic interdependence. Including but not limited to Interdependent trade in the ancient Mediterranean, and the decline of trade following the collapse of the Roman Empire.

4.E. New Items.

Add: “Explain the extraordinary importance of village agriculture in second-wave civilizations, the limited importance of trade, and the extremely limited importance of trade between second-wave civilizations.”

Add: “Contrast the ideal of economic freedom and the ancient world’s practices of economic coercion, including slavery.”

4.G.4. “Analyze how civilizations and empires between 700 BC - 700 AD shaped their physical environments and maximized their use of scarce resources. Including but not limited to irrigation, levees, terraces, fertile soil, agriculture, changes in land use, clothing, and sewage systems.”

4.G.5. “Explain how civilizations and empires impacted between 700 BC and 700 CE successfully modified their environment to settle and improve the land. Including but not limited to clearing wilderness, digging mines, river improvement, harbor

construction, and road-building in Rome and Han China.”

4.G.6. “Explain how population changes in civilizations and empires affected land use between 700 BC - 700 AD. Including but not limited to population movements between the countryside and the city, the effects of disease, and the late Roman shift from slavery to serfdom as the population shrank.”

4.G.7. “Analyze the extent and the effect of interactions between various civilizations and empires between 700 BC - 700 AD.”

4.G.8. “Explain how various improvements in transportation, communication, and technology quicken the movement of people, goods, and ideas. Including but not limited to the wheel, roads, aqueducts, and canals.”

Grade 5 (pp. 22-25)

5.H.2. “Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new world order centered on European politics, religion, commerce, and culture. Including but not limited to the European technological, economic, and political developments that made possible the Age of Discovery; the development of global trade in spices, sugar, and slaves; the deadly spread of Old-World diseases in the Americas, and the Spanish and Portuguese conquest and settlement of Latin America.”

5.H.3. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.”

5.H.4. “Explain how different observers interpreted select historical events in different ways. To include but not limited to the career of Joan of Arc and the Spanish Conquest of Mexico.”

5.H.5. Analyze the causes and effects of historically significant events between 600 AD and 1600 AD. To include but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe, and the growing importance of interactions between these different civilizations.”

5.H. New Items.

Add: “Describe the history of medieval and Renaissance Europe from 600 AD - 1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, and the rise and role of the French and English nations.”

Add: “Describe the ideals and institutions of medieval and Reformation Christianity that formed the matrix of modern Christianity in the United States and in Latin America.”

5.C.1. “Compare political institutions and their influence on people in and outside of empires between 600 - 1600 AD. To include but not limited to monarchies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis upon the development of Parliaments and Parliaments in France and England, of common law and juries in England, and of the development of the French and English monarchies.”

5.C.3. “Analyze the methods used by governments to create order, establish justice, and promote the general welfare between 600 - 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire.”

5.C.4. “Examine how the ideals, institutions, religious freedom and individual examples of human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals.”

5.C. New Items.

Add: "Identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government in medieval and Renaissance Europe from 700 BC - 700 AD, with particular attention to the Renaissance ideals of civic humanism, Christian humanism, and tolerance, the Protestant and Catholic Reformations, and Bartolomeo de las Casas' opposition to enslaving conquered American Indians."

Add: "Assess the extent to which governments fulfilled ideals of human liberty, individualism, religious freedom, and republican self-government. Including but not limited to methods used in China, Feudal Europe, Byzantium, the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire."

5.E.1. "Analyze how the interaction between producers and consumers satisfied economic desires within and across civilizations and empires between 600 - 1600 AD. Including but not limited to the emergence of global markets, and the demand for luxury goods following the Crusades."

5.E.3. "Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. To include but not limited to Feudalism in medieval Europe and India, commercialization in Renaissance Europe and Song China, and the Incan system of centralized production and distribution, and mercantilism."

Note: Mercantilism is a post-1600 theory.

5.E.4. "Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD."

5.E.5. "Analyze how governmental decisions affect economic prosperity."

5.E.6. "Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making."

5.E.7. "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."

5.E.8. "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."

5.E.9. "Analyze how specialization, comparative advantage, competition, and new technology increased the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD."

5.E. New Items.

Add: "Contrast the ideal of economic freedom and the medieval and Renaissance world's practices of economic coercion, including serfdom and slavery. Including but not limited to slave regimes in pre-Columbian America, the Islamic world, and Europe's American colonies, as well as varieties of serfdom in western Europe, Russia, China, and India."

5.G.4. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle and improve the land. Including but not limited to land reclamation (Dutch polders) and the dissemination of European crops and domestic animals to the Americas."

5.G.5. "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD competed to control of land and resources. To include but not limited to the Chinese and European silk industries, the trans-Saharan gold trade, Spanish Investment in New World silver mines, the Portuguese spice monopoly, and the effects of the Columbian Exchange."

5.G.6. "Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas."

Grade 6 (pp. 26-29)

6.H.2. "Analyze connections between events and developments in U.S. history from 1580 to 1791 with their European background and context. Including but not limited to the Renaissance rebirth of ideals of individual liberty and republican self-



government, the Protestant Reformation, the Scientific Revolution, mercantilism, the Enlightenment, and the Anglo-French duel for imperial supremacy.”

6.H.3. “Analyze the establishment of British North America and the foundation of the United States of America from 1580 to 1791. Including but not limited to the contrast between Puritan New England, Quaker Pennsylvania, Anglican Virginia, and Catholic Louisiana; the development of colonial self-government; wars among the French, the English, and the American Indians; the importation of indentured servants and slaves; the eighteenth-century expansion of colonial America to include Scots-Irish, Germans, and African Americans; and the eighteenth-century development of the evangelical abolitionist movement.”

6.H.4. “Explain how different Americans interpreted select historical events in different ways from 1580 to 1791. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.”

6.H.5.

Note: 6.H.4, as emended, provides coverage. Delete and do not replace.

6.H.8. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1580 to 1791. Including but not limited to Acadians, Spaniards, African Americans, American Indians, La Salle, Iberville, Bienville, and Galvez.”

6.C.3. “Analyze foreign policies of the North American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”

6.C.4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”

6.C.7. "Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and republican principles. Including but not limited to individual liberties, checks and balances, rule of law, due process, private property rights, frequent and free elections in a representative government, and federalism."

6.E.3. "Describe how property rights are defined, protected, and enforced by the government."

6.G.3. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."

Grade 7 (pp. 30-33)

7.H.2. "Explain ideas and events in the history of the United States of America from 1789 to 1877 and how they progressed, changed, or remained the same over time. Including but not limited to the Whiskey Rebellion, Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."

7.H.3. "Analyze connections between events and developments in U.S. history from 1789 to 1877 and with global historical events and developments. Including but not limited to the French Revolution; the Barbary Wars; the Haitian Revolution; the Napoleonic Wars and the War of 1812; the Spanish American Wars of Independence; and the Civil War within the context of slavery and sectionalism."

7.H.5. "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies from 1789 to 1877. Including but not limited to George Washington, Thomas Jefferson, Stephen Decatur, Lewis and Clark, John Calhoun, Andrew Jackson, James K. Polk, Stephen Austin, Horace Mann, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass."

7.H.6. "Analyze multiple events that affected the beliefs of individuals and groups

from 1789 to 1877. Including but not limited to the USS Constitution vs HMS Guerrier, the Indian Removal Act, the Siege of the Alamo, the Seneca Falls Convention, the publication of Uncle Tom’s Cabin, the siege of Fort Sumter, and the assassination of Abraham Lincoln.”

7.H.7.

Note: 7.H.6, as emended, provides coverage. Delete and do not replace.

7.H.8. “Explain causes and effects of events and developments from 1789 to 1877. Including but not limited to the presidencies and events of the Early Republic, the War of 1812, slave revolts, the Industrial Revolution, technological innovations, social reform movements, westward expansion until 1860, the Mexican-American War, the Civil War, and Reconstruction until 1877.”

7.H.10. “Analyze beliefs, experiences, and contributions of various groups and individuals in Louisiana during the period 1789 to 1877. Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchbeck.”

7.C.3. “Analyze foreign and domestic policies and developments in the United States of America from 1789 to 1877. Including but not limited to the Louisiana Purchase, the Embargo Act of 1807, the Monroe Doctrine, and James K. Polk’s acquisition of the western third of the continental United States.”

7.C.4. “Describe the different political, civil, reform, and religious organizations and movements that influenced U.S. history from 1789 to 1877. Including but not limited to the Second Great Awakening, the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care, the women’s rights movement of the nineteenth century, the abolitionist movement, Civil War nursing, and veterans’ pensions.”

7.C.5. “Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877.”

		<p>7.C.6. "Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."</p> <p>7.E.1. "Evaluate the influence of technology, innovation, and supply and demand on the development of the U.S. economy from 1789 to 1877. Including but not limited to the cotton gin, factories, the telegraph, farm machinery, anesthesia, and interchangeable parts."</p> <p>Note: "Mass production" usually refers to Henry Ford's innovations in the early twentieth century.</p> <p>7.G.5. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act."</p> <p>7.G.7. "Analyze the social and cultural effects of technology and innovation in the United States of America from 1789 to 1877. Including but not limited to the telegraph, roads, and canals."</p> <p>7.G.8. "Analyze causes and effects of migration to and within the United States of America and Louisiana from 1789 to 1877. Including but not limited to economic opportunities, western settlement, the Texas migration, the Great Irish and German Migration of the 1840s, the Great Mormon Migration, and the forced displacement of American Indians."</p> <p>Grade 8 (pp. 34-37)</p> <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. 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."</p> <p>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."</p> <p>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."</p>
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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.

Note: 8.H.7, as emended, 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.

Note: 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.

Note: 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."

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.

Note: 8.H.4, as emended, provides coverage. Delete and do not replace.

Civics (pp. 38-41)

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 citizens."

C.H.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.

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. Car (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)."

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."

United States History (pp. 42-45)

U.S.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after

2010.”

US.H.3. “Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism.”

US.H.4. “Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the “Roaring Twenties”, the “Okies”, urbanization, evangelical revivalism, women’s suffrage movement, unionization, the Civil Rights movement, and the New Right.”

US.H.5. “Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman’s Agreement, Soviet espionage, Nixon’s Opening to China, and the Two Plus Four Agreement.”

US.H.6. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media.”

US.H.7. “Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”

US.H.8.

Note: US.H.7, as emended, provides coverage. Delete and do not replace.

US.H.9. “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to America’s growth as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”

US.H.10. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”

US.C.2. “Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries

from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”

US.C.3. “Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”

US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”

US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

US.C.9. “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

US.C.10. "Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam."

US.E.2. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."

US.G.5. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."

World History (pp. 46-49)

WH.H.1. "Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.2. "Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.H.3. "Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology."

WH.H.4. "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."

WH.C.2. "Analyze the origins and emergence of various economic principles and

their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.”

WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”

WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.”

WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.”

WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern Europe and Central Asia.”

WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.”

WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.”

Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”

WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.”

Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”.

WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”

WH.E.1. “Describe how global, national, and regional economic policies affect individual life decisions over time.”

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”

WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.”

WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.”

WH.G.7. “Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010.”

WH.G.8. "Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations."

World Geography (pp. 50-53)

WG.H.4. "Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications."

Note: This is too vague as written. Unless it is clarified, it should be deleted.

WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs."

WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices."

WG.H.9. "Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world."

WG.C.1. "Compare various systems of government in terms of how well they preserve political and economic liberty."

WG.C.2. "Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty."

WG.C.3. "Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes."

WG.C.5. "Describe nations and states using appropriate terminology. Including but



not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”

WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).”

WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”

WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”

WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.”

WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”

WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”

WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”

		<p>WG.G.11. "Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states."</p> <p>WG.G.13. "Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States."</p>
<p>Jessica Guinn Johnson &lt;jessica@unumfund.org &gt;</p>	<p>November 30, 2021 5:11 PM</p>	<p>Greetings:</p> <p>This comment is submitted on behalf of E Pluribus Unum, an organization based in Orleans Parish, Louisiana and formed in 2018 with the premise that we must confront the issue of race head-on if we are to move forward as a country. Although our nation continues to make progress, we have also allowed ourselves to be divided by anger, hate, and fear. Our nation was founded on the motto "E Pluribus Unum" – "out of many, one". It is a statement about our diversity, our connectedness, and our interdependence. EPU believes that our cities and towns, the State of Louisiana, and the South will only thrive if we find a way to unite around a common purpose.</p> <p>A critical component of the work that we do is focused on changing the divisive narratives that perpetuate systemic and interpersonal racism. To supplement this work and ensure its effectiveness, we also focus on cultivating and empowering courageous leaders to advance racial equity and champion transformative policy change. It is in this spirit that we submit these comments on the 2021 Draft of the Louisiana Social Studies Standards and implore the Department of Education and the Board of Secondary and Elementary Education to commit to adopting standards that are based on truth and not influenced by politics and misconceptions.</p> <p>Teachers should have the freedom to teach the honest, complete facts about historical topics like slavery and civil rights without being censored by politicians. There has been a growing movement across the country to seek to ban the teaching of "divisive concepts" and "Critical Race Theory". The National Coalition Against Censorship defines the term "divisive concepts" as a broad term for ideas about race and sex that challenge the dominant narrative of America's founding and history. Critical Race Theory ("CRT") originated in the 1970s as an academic framework used in advanced graduate studies that is centered on the premise that racism is systemic, and that racial inequality is woven into the fabric of America's systems and laws. Even though no school system in America is teaching this theory, CRT has been manipulated and used by some to argue for the banning of teaching of concepts such as race, racism, white supremacy, equity, and justice as well as to limit the teaching of slavery, Black history, women's suffrage, civil rights, and the history of race or historical roots of racism in classrooms. But, these ideas and concepts are part of</p>

		<p>the truth of American history, albeit an uncomfortable and painful truth. Educators should not fear retribution for teaching the truth and should be trusted and supported with the resources necessary to perform their jobs, including standards that allow them the freedom to be complete and comprehensive in their instruction.</p> <p>Children in Louisiana must be taught accurate and truthful facts about this history of this state and this country. The presentation of non-factual or watered-down information does not allow children to develop the ability to think critically, make informed decisions, and reach independent conclusions. It is essential that the experiences and perspectives of people of color and the legacy of racism be taught to avoid repeating the mistakes of the past, to succeed in a diversifying world, and to be catalysts to creating a better society for us all. When social studies is marginalized, students are denied the opportunity to succeed in college, career, and civic life. Schools have the special responsibility to ensure that students understand history, reject racism, and respect the value of all people.</p> <p>As stated above, teachers should have the freedom to teach the honest, complete facts about historical topics like slavery and civil rights without being censored by politicians. America's strength is its diversity. Students who are unable to learn about the divisions of this country will not be equipped to assist in the healing and elevation of this nation to a position of power and influence through its recognition of the contributions and values of all people, regardless of race. It is imperative that our children are supported in learning accurate and fact-based history and not a version that glosses over or avoids difficult parts of history. Ignoring the truth leads to further division. Having honest conversations about difficult subjects is essential to learning, progressing, and uniting us to a common purpose. EPU encourages the adoption of standards that support academic freedom, are based on truthful and accurate fact-based history, and promote the development of citizens who are well-informed and committed to improving our world as participating members of a global community.</p> <p><b>Jessica Guinn Johnson   E Pluribus Unum</b>  <i>Manager of Government Affairs</i>  <a href="mailto:jessica@unumfund.org">jessica@unumfund.org</a>  504-432-4391  <a href="http://www.unumfund.org">www.unumfund.org</a></p>
Stefanny Chaisson <sylversmoma@gmail.c	November 30, 2021 7:02 PM	I support the new standards. My only concern is the use of American Indians instead of Indigenious Peoples. Thank you!

om>		<p>--</p> <p>Stefanny Chaisson</p>
<p>Marshall Owens &lt;momoandjo@gmail.com&gt;</p>	<p>November 30, 2021 8:38 PM</p>	<p>To the educational leaders for the Louisiana Public School System. I am a Parent/Guardian, a local healthcare professional and a proud citizen of the Acadiana area of Louisiana and the United States. I am writing today to share my thoughts and opinions on the proposed Social Studies Standards for 2021.</p> <p>I believe as parents, citizens, educators and leaders, our first priority when it comes to education should be promoting first-rate education standards and protecting school children from political indoctrination. Unfortunately in my review of the 2021 LSSS I fear we have failed to do so. The draft of standards in its current form has been discreetly politicized to forward a radical curriculum aligned with the likes of Critical Race Theory and Action Civics which is commonplace on higher education college and university campuses across the country. The proposed substitution of World History for Western Civilizations erases America's rich history of personal freedom and liberty. These changes challenge teacher's ability to teach students effectively.</p> <p>Living in modern day America is proving to be divisive enough for those of us old enough to recall life before everyone gets a trophy mentality set roots in our culture. Only because of fundamental education with deep roots in facts of the American traditions and cultures am I able to navigate and make sense of this senseless world we find ourselves in today. I blame the infiltration of the higher education system by radical ideologues for the changes we are seeing today. Despite not believing in the validity or sustainability of these ideologies, I do believe in a free society they should be allowed to exist, and be talked about and analyzed in higher education institutions.</p> <p>I think the discreet implementation of the ideologies in primary K-12 education is dangerous. Dangerous because college students are at an age and of the mental capacity to digest complex principles and ideologies and make informed determinations about what they choose to believe. Presenting these ideologies in primary education seems more like forced assimilation and indoctrination than it does education. Children in K-12 learn primarily by repetitive action and exposure. They thrive in environments of consistent teaching of facts and simple principles. As they learn and develop more critical thinking skills with aging, they understand opposing concepts and choose what makes the most sense to them based on their educational building blocks and the life experiences they have at home, with family, neighbors and later out in the community in church and with friends. Exposing them to radical ways of thinking and bombarding them with complex concepts like oppression: oppressor vs. oppressed limits their ability to truly understand what that means and is by far more detrimental to their educational development and personal identity than not getting a trophy, because the team they played on did not master the fundamentals of the sport, or execute and play the game as a cohesive unit.</p> <p>In a free society there should be space for opposing thought, politics and other concepts of government and living. K-12 grade education is not that space. Modern America is struggling with the aforementioned ideas and most of us have had a strong fundamental educational experience. Exposing the next generation of learners to radical ideologies, political correctness and</p>

		<p>identity politics will not only foster division within our society, it will prevent the development of critical thinking and a higher sense of being and replace that with a generation of followers and non-doers.</p> <p>I urge you as leaders to read the nas.org letter: Reforming Louisiana Social Studies Standards.  <a href="https://www.nas.org/blogs/article/letter-reforming-louisiana-social-studies-standards">https://www.nas.org/blogs/article/letter-reforming-louisiana-social-studies-standards</a>.</p> <p>See their thirteen strategic reforms to LSSS:</p> <ol style="list-style-type: none"> <li>1. Independence: Detach LSSS from frameworks that promote radical curriculum, such as C3 Framework for Social Studies State Standards and The Roadmap to Educating for American Democracy.</li> <li>2. Depoliticization: Enact legislation based on NAS’s model Partisanship Out of Civics Act and Schools Nondiscrimination Act.</li> <li>3. Factual Knowledge Foundation: Incorporate the organizational structure and content of Massachusetts History and Social Science Curriculum Framework (2003).</li> <li>4. Assessable Writing Expectations: Add Writing Expectations to every level of LSSS Social Studies Analysis Skills and Practices.</li> <li>5. Curriculum Principles: Adopt liberty, faith, economic freedom, and scientific and technological creativity as Primary Themes, integrated with our recommended Coverage Frameworks for Western Civilization, United States History, and Civics.</li> <li>6. Liberty’s History: Replace World History instruction with Western Civilization instruction in grades 3-5 and 9-12, keyed to the history of liberty.</li> <li>7. Elementary Liberty: Western Civilization instruction in Grades 3-5 should continue through 1789 and include the Scientific Revolution, the Enlightenment, and English and French history.</li> <li>8. Geography: Eliminate the World Geography course, move all analyses of politics, economics, society, and culture from Geography to History, and remove activist pedagogy.</li> <li>9. World History: Gather all LSSS World History instruction and teach it as one year-long course in Grade 7 or Grade 8. Use our recommended Coverage Framework.</li> <li>10. State History: Gather all LSSS State History instruction and teach it as one semester course in Grade 7 or Grade 8.</li> <li>11. African American Heritage: Consult with 1776 Unites about how to integrate into LSSS an inspirational account of African American history that tells it as a fulfillment of the promise of American liberty and national unity.</li> <li>12. French Heritage: Add French Heritage as a Curricular Theme, with coverage integrated in Western Civilization, United States History, State History, and World History.</li> <li>13. Legislation: Enact legislation based on NAS’s model K-12 Civics Code, especially the Social Studies Curriculum Act, Western Civilization Act, Historical Documents Act, Partisanship Out of Civics Act, and Schools Nondiscrimination Act.</li> </ol>
<p>C COSTANZA  &lt;ccostanza@bellsouth.n</p>	<p>November 30,  2021 9:38 PM</p>	<p>LOUISIANA DEPT OF EDUCATION  BESE BOARD</p>

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NOV. 30, 2021

This correspondence is to express my extreme disapproval of the projected K-12 Social Studies Standards Curriculum. The organizations promoting this Marxist agenda, along with their covert Critical Race Theory agenda, must be soundly rejected and discarded.

Having attended the June meeting of the BESE Steering Committee, parents and concerned Louisiana citizens heard from the spokeswoman with "Educating for American Democracy". It was quickly obvious to anyone with any knowledge of the Constitution and framework of American government, that this *Roadmap* initiative was designed to rewrite history and remove true understanding of our American Constitutional Republic. This failed ideology and related curriculum would systematically divide and politicize Louisiana students. Current Social Studies Standards and practices advance a victim and oppressor narrative. We reject this indoctrination of our children. Further, the content and core of *The Inquiry Method with Compelling Questions* must be removed from the Social Studies Standards framework. THIS MARXIST AGENDA IS NOT ACCEPTABLE!

America is not a perfect nation, but the most exceptional on the planet that still provides the greatest opportunity for LIFE, LIBERTY and the PURSUIT of HAPPINESS for all its citizens. Our foundational documents embraced, established and enshrined the most noble of virtues and ideals. We have recognized mistakes and in the pursuit of a more perfect union, fought to correct our wrongs at the cost the blood of over 600,000 brothers. Louisiana teachers must teach civics [citizen rights / responsibilities secured by our Constitution] and historical facts, while inspiring our students to work together in unity with mutual respect and equal opportunity. With the belief that ALL MEN ARE CREATED EQUAL, we must inspire all our students to peacefully pursue and experience the liberties and freedoms expressed in our founding documents.

As a LSU graduate, parent of Louisiana graduates, former teacher and a very concerned Louisiana citizen, I appeal to the Department of Education to join the overwhelming majority of Louisiana parents and citizens to reject and discard the current Social Studies Standards.

Cathy Costanza  
[225] 955-0777  
Mailing address:  
17732 Highland Rd. G-264  
Baton Rouge, La. 70810

		<p>P. S. I have entered some content in the BESE COMMENT PORTAL; however, my participation was limited because the Portal was not always available.</p>
<p>KS &lt;thankfull@protonmail.com&gt;</p>	<p>November 30, 2021 9:56 PM</p>	<p>Dear Education Committee Members,</p> <p>I humbly ask that you follow the money. There has been much money passing through peoples hands who have power. Power corrupts. We have a government out of control. There are foreign influences afoot. Globalists and elitists looking to sink this Nation and the World as a whole. Critical Race Theory helps divide and conquer the people of our Nation. Period. There is nothing positive to say about this “education”.</p> <p>Shaming a race. Innocent children who don’t view people of any color or race as offensive. Teaching that skin color is the problem in this Country is beyond wrong. Everyone has to be taught to take personal responsibility in his or her life. A job. Bills. Building ones own American dream. Big or small. Many of us are middle income tax payers whose tax dollars are being squandered by politicians ruining this great Country.</p> <p>We must teach our most valuable resource to respect one another, not hate or be suspicious of one another. How well do we think this will work to build friendships, working relationships, trust, accountability, personal responsibility? Or does it teach division, hate, fear, dominance, rage, victim mentality, mental instability? Ask a psychiatrist or psychologist. They will tell you this is child abuse. A tactic of an enemy Nation to destabilize ours. Weaken several generations of Americans and you can take it down.</p> <p>CRT hides behind many names now. Call it what you will. If children learn true history of Nations who have been taught this mentality and how it turned out for those Countries, versus a free enterprise society and all the opportunities that exist to work hard and earn ones way, there is NO comparison. It’s exactly the many Nationalities, Races and Religions that make up the United States of America, that make us the Nation every other Country of the World looked to as the beacon of hope. Freedom. Liberty. ALL of that is being threatened.</p> <p>Before we sell our children out, please rid their curriculum of hate, divisive race relations. Educate yourselves on Karl Marx. His teachings. And then look at the ideology in the books and see if it matches up. Ask yourself what are the benefits here? What are the consequences of teaching this mind set?</p> <p>We must teach accurate American History from its conception to the Present. Key word— accurate!!! Comprehensive. Not biased. Not funded by people who hate our Country. Otherwise, we have no Nation. And our children, no future. Meaning ALL children. All races, religions and creeds.</p> <p>United we stand</p>

		<p>Divided, we fall</p> <p>Sincerely, K Soileau 225-605-8112</p>
<p>Woody Jenkins &lt;centralcitynews@hotmail.com&gt;</p>	<p>November 30, 2021 10:00 PM</p>	<p>See Attachment</p> <p>Nov. 30, 2021</p> <p>From: Former State Rep. Woody Jenkins Re: Social Studies Content Standards</p> <p>The Florida Parishes of Louisiana has a rich history, but that history has been ignored in Louisiana history textbooks. It is high time that a full explanation of the history of West Florida be included in our textbooks and study materials.</p> <p>West Florida was America's 14th colony — the British colony too far away from the "original" 13 to be included in their famous plans. But what happened here is very important! The first Battle of Baton Rouge in 1779 was when the Spanish and the Americans living here successfully overthrew the British before the original 13 did!</p> <p>We were never included in the Louisiana Purchase but had to go it alone. In 1810, we overthrew the Spanish crown in the second Battle of Baton Rouge and declared our independence. We adopted a constitution and a sophisticated set of laws. Then we were incorporated into the United States, although in a confusing and unhappy way. It all reads like a novel or a movie script. And it is well worth every Louisianian studying and understanding.</p> <p>Only three areas of what is now the United States fought for and won their independence — the original 13, Texas, and West Florida!</p> <p>Louisianians should learn who hung that star over Texas! And it wasn't Texans! But that is a story for a revised Louisiana history that includes the true story of West Florida!</p>



Respectfully,  
Woody Jenkins  
Author of Acts 513 and 1021 of 1990 Louisiana Legislature  
that required the recognition of the history of West Florida  
910 North Foster Drive  
Baton Rouge, LA 70806  
225-921-1433

REPUBLIC OF WEST FLORIDA IN LOUISIANA LAW LOUISIANA CONSTITUTION OF 1974 Article 12, Section 4 §4. Preservation of Linguistic and Cultural Origins Section 4. The right of the people to preserve, foster, and promote their respective historic linguistic and cultural origins is recognized. LOUISIANA REVISED STATUTES OF 1950 LA. R.S. 25:701 CHAPTER 15. REPUBLIC OF WEST FLORIDA HISTORIC REGION §701. Recognition of Historic Region That portion of Louisiana east of the Mississippi River and north of the Isle of Orleans, which was part of the British Colony of West Florida until 1779, the Spanish Colony of West Florida until 1810, and finally the Republic of West Florida in late 1810, is an official region of the state of Louisiana. This unique region, which has national and international significance, shall be known as the Republic of West Florida Historic Region, or the Florida Parishes of Louisiana. The region shall include the parishes of East Baton Rouge, East Feliciana, Livingston, St. Helena, St. Tammany, Tangipahoa, Washington, and West Feliciana. Acts 1990, No. 1021, §1. §702. Baton Rouge as "Birthplace of Louisiana Democracy" The city of Baton Rouge is designated as the "Birthplace of Louisiana Democracy", because it is the site of the first democratically-elected government in Louisiana, the Assembly of the British Colony of West Florida. Acts 1990, No. 1021, §1. §703. Florida Parishes as "Birthplace of Freedom in Spanish America" The Florida Parishes are designated the "Birthplace of Freedom in Spanish America", because the rebellion against Spain in the Spanish Colony of West Florida in 1810 was the first successful attempt to overthrow Spanish control of any territory in the New World. This rebellion resulted in the establishment of the Republic of West Florida, the first democracy established in any portion of Spanish territory in the Western Hemisphere. Acts 1990, No. 1021, §1. §704. St. Francisville as "Capital of West Florida Republic" The town of St. Francisville is designated as the "Capital of West Florida Republic" because it served as the capital of the Republic of West Florida in 1810. Acts 1990, No. 1021, §1. §705. Bonnie Blue Flag adopted The flag of the Republic of West Florida shall be the official flag of the Republic of West Florida Historic Region. The flag is blue with a single, white, five-pointed star. It shall be known as the "Bonnie Blue". The Bonnie Blue shall fly at all Louisiana Tourism Commission facilities, parish courthouses, and state parks in the region and is authorized to fly at all other state and local public buildings where appropriate and practical. Acts 1990, No. 1021, §1. §706. Historic map of region The Department of Culture, Recreation and Tourism shall provide for the creation and periodic distribution of an historic map of the region, which shall indicate the important events which occurred in the region during the colonial period and during the existence of the Republic of West Florida. Acts 1990, No. 1021, §1. §707. Designation of region on maps of the state All official maps of the state of Louisiana printed or authorized by the state shall indicate the boundaries of the region and, when appropriate, shall show the

region in a different color from that of the remainder of the state or other regions of the state. Acts 1990, No. 1021, §1. §708. Historic markers The Department of Culture, Recreation and Tourism shall erect markers at all sites of historic significance within the region in order to indicate the important events of the colonial period and during the existence of the Republic of West Florida. Acts 1990, No. 1021, §1. §709. Calendar of events The Department of Culture, Recreation and Tourism shall compile and periodically distribute a calendar of events for historic and cultural activities within the region. When the department compiles and distributes calendars of events for the entire state, it shall separate those within the region from the others and list those under the heading, "Republic of West Florida Historic Region". Acts 1990, No. 1021, §1. §710. Report to the legislature The Department of Culture, Recreation and Tourism shall annually report to the legislature on activities within the region and on progress made in developing the region as a historic and cultural tourist attraction. Acts 1990, No. 1021, §1. §711. Relations with other states All entities of the state are authorized to undertake joint projects with entities of the states of Mississippi, Alabama, and Florida, portions of which were formerly part of the Republic of West Florida, in order to preserve, commemorate, and develop the history and culture of the region. Acts 1990, No. 1021, §1. TRANSPORTATION & HIGHWAYS RS 48:1842 §1842. West Florida Republic Parkway Interstate 12 shall be known and designated as the West Florida Republic Parkway. Commemorative signs along the roadway shall include a circular emblem including the words "West Florida Republic Parkway" and the Bonnie Blue Flag of the Republic of West Florida. Acts 1993, No. 513, §1. BACKGROUND ON REPUBLIC OF WEST FLORIDA Wikipedia History Before 1762, France owned and administered the land west of the Perdido River as part of La Louisiane. In 1762, France signed a secret treaty with Spain that effectively ceded all French lands west of the Mississippi River, plus the Isle of New Orleans,[4] to Spain. At the end of the Seven Years' War in 1763, France ceded its remaining lands east of the Mississippi River (which included the land between the Perdido and Mississippi Rivers) to Great Britain, while Spain ceded its Florida territory to Britain. Twenty years later, at the conclusion of the American Revolutionary War in 1783, Spain received both East and West Florida from Great Britain. The United States and Spain held long negotiations regarding the northern border of West Florida, concluding with Pinckney's Treaty in 1795. In 1800, under duress from Napoleon of France, Spain ceded Louisiana and the island of New Orleans back to France, which promised to return them to Spain should France ever relinquish them. This cession did not include West Florida. In 1803, France then sold Louisiana and New Orleans to the United States.[5] The U.S. claimed that West Florida was part of the Louisiana Purchase, a claim disputed by Spain, as it had controlled West Florida as a province separate from Spanish Louisiana since 1783. There was an influx of Americans into West Florida in the early years of the 19th century. The population of the Baton Rouge District was almost exclusively Anglo-American with a substantial number of Tory immigrants of the revolutionary period. Some of the Americans were land speculators eager to profit should the territory join the U.S.[6]:290–293 During the decade after 1803, the U.S. southern border was the scene of many minor frontier events that involved diplomatic relations with Britain, France and Spain. In order to resolve the problems along that border and gain control of ports for commerce, the U.S. desired to possess all territory east of the Mississippi.[6]:290– 291 West Florida occupied the land from the Mississippi River to beyond the Mobile River and also separated the United States' Orleans and Mississippi territories. (New

Orleans and West Florida had been the prime U.S. desires in the negotiations with Napoleon that resulted instead in the Louisiana Purchase.) In West Florida, from June to September 1810, many secret meetings of those who resented Spanish rule, as well as three openly held conventions, took place in the Baton Rouge District. Out of those meetings grew the West Florida rebellion and the establishment of the independent Republic of West Florida. Its capital was located at St. Francisville, in present-day Louisiana on a bluff along the Mississippi River. Early in the morning on September 23, 1810, armed rebels stormed Fort San Carlos at Baton Rouge and killed two Spanish soldiers[7]:107 “in a sharp and bloody firefight that wrested control of the region from the Spanish”. [8] The rebels unfurled the flag of the new republic, a single white star on a blue field made by Melissa Johnson, wife of Major Isaac Johnson, commander of the Feliciana cavalry engaged in the attack.[7]:89,93,102 (The “Bonnie Blue Flag” that was flown fifty years later at the start of the American Civil War resembles it.[9]) After the successful attack, organized by Philemon Thomas, plans were made to take Mobile and Pensacola from the Spanish and incorporate the eastern part of the province into the new republic.[10] Reuben Kemper led a small force in an attempt to capture Mobile, but the expedition ended in failure. For some time, the governors of the Orleans and Mississippi territories, William C. C. Claiborne and David Holmes, respectively, had been U.S. President James Madison’s two chief agents in securing intelligence on West Florida. Upon learning of the revolt, Madison wanted to move quickly to annex the district but knew he could not use the military without congressional approval. Congress would not meet until December 1810. Military occupation would incur the wrath of Spain and perhaps also Britain and France. He feared if he did not move, West Florida could fall into unfriendly hands, as a considerable part of the population had previously been British subjects.[11]:7 Though troubled by “constitutional qualms”, [12]:215 Madison did not want to let the opportunity pass unexploited and “resorted to the oldest justification in the political book: he acted, even without clear ... authority on the grounds that ‘a crisis has at length arrived subversive of the order of things under the Spanish authorities’”. [13] Critics quickly condemned the president “for acting without proper authority and for supplanting the jurisdiction of the Spanish, friends who had done nothing to deserve such aggression”. [3]:538–543 Support for the revolt was far from unanimous. The presence of competing pro-Spanish, pro-American, and pro-independence factions, as well as the presence of scores of foreign agents, contributed to a “virtual civil war within the Revolt as the competing factions jockeyed for position”. [8] The faction that favored the continued independence of West Florida secured the adoption of a constitution at a convention in October. The convention had earlier commissioned an army under General Philemon Thomas to march across the territory, subdue opposition to the insurrection, and seek to secure as much Spanish-held territory as possible.[8] “Residents of the western Florida Parishes proved largely supportive of the Revolt, while the majority of the population in the eastern region of the Florida Parishes opposed the insurrection. Thomas’ army violently suppressed opponents of the revolt, leaving a bitter legacy in the Tangipahoa and Tchefuncte River regions.” [8] Claiborne and Holmes had to contend with the armed force under Thomas and the fact that those in control were determined not to submit to the United States without terms in regard to land titles and to refugees. The two governors took steps to prepare the minds of the people to receive them and at the same time to overwhelm possible opposition by a show of force.[6] On November 7, Fulwar Skipwith was elected as governor, together with members of a bicameral

legislature. For several weeks, he personally directed the preparations for the dispatch of the armed force to wrest the remainder of West Florida from Spain.[7]:129 Skipwith's inauguration ceremony was held on November 29. A week later, he and many of his fellow officials still lingered at St. Francisville preparing to go to Baton Rouge, where the next session of the legislature was to consider his ambitious program. The impending takeover apparently came as a surprise to Skipwith when Holmes and his party approached the town. Holmes persuaded all except a few leaders, including Skipwith and Philemon Thomas, the leader of the West Florida troops, to acquiesce to American authority.[6] Skipwith complained bitterly to Holmes that, as a result of seven years of U.S. tolerance of continued Spanish occupation, the United States had abandoned its right to the country and that the West Florida people would not now submit to the American government without conditions.[6] Skipwith and several of his unreconciled legislators then departed for the fort at Baton Rouge, rather than surrender the country unconditionally and without terms.[6] At Baton Rouge on December 9, Skipwith informed Holmes that he would no longer resist but could not speak for the troops in the fort. Their commander was John Ballinger, who upon the assurance of Holmes that his troops would not be harmed, agreed to surrender the fort. Claiborne and his forces landed two miles above the town. Holmes reported to Claiborne that "the armed citizens ... are ready to retire from the fort and acknowledge the authority of the United States" without insisting upon any terms. Claiborne agreed to a respectful ceremony to mark the formal act of transfer. Thus, at 2:30 p.m. that afternoon, December 10, 1810, "the men within the fort marched out and stacked their arms and saluted the flag of West Florida as it was lowered for the last time, and then dispersed".[6] Skipwith later expressed his gratitude at the result of the intervention, but he criticized bitterly the method by which Madison and Claiborne had brought it about. He stated his belief that a surrender of the territory by "the constitutional authorities thereof as an independent state" was the only method that could give the United States "an unqualified and legal title" to its possession.[6] Claiborne himself reported that much of the resentment aroused among the people in West Florida by Madison's proclamation arose from the fact that it was not thought to be sufficiently respectful toward their constituted officials.[6] Congress passed a joint resolution, approved January 15, 1811, to provide for the temporary occupation of the disputed territory and declaring that the territory should remain subject to future negotiation.[14] On March 11, 1811, rebellious elements again raised the Lone Star flag of the West Florida Republic, forcing Governor Claiborne to dispatch troops to enforce his authority.[15] Spain did not agree to relinquish its title to any of the West Florida territory occupied by the United States until 1819, upon the signing of the Adams-Onís Treaty. Artifacts[edit] The Constitution of the Republic of West Florida[16] was based largely on the United States Constitution, and divided the government into three branches: executive, judicial, and legislative. The legislature consisted of a Senate and House of Representatives. The Governor was chosen by the legislature. According to the constitution, the official name of the country was the "State of Florida".[16] Fulwar Skipwith, the first and only governor of the Republic of West Florida, was a cotton planter who lived just north of Baton Rouge. He was appointed by George Washington in 1795 to the staff of James Monroe, the U.S. ambassador to France, and was a consul general to France under President Thomas Jefferson. Shortly after moving to Baton Rouge in 1809, he became involved in the effort to free West Florida from Spanish domination. The former American diplomat had helped negotiate the Louisiana Purchase. In his inaugural address,

Skipwith mentioned the possibility of annexation to the United States: ... wherever the voice of justice and humanity can be heard, our declaration and our just rights will be respected. But the blood which flows in our veins, like the tributary streams which form and sustain the father of rivers, encircling our delightful country, will return if not impeded, to the heart of our parent country. The genius of Washington, the immortal founder of the liberties of America, stimulates that return, and would frown upon our cause, should we attempt to change its course.[3]:434 The marching song of the West Floridian army included these lyrics in verse six: West Floriday, that lovely nation, Free from king and tyranny, Thru' the world shall be respected, For her true love of Liberty.[7]:130 United States annexation[edit] See also: West Florida Controversy and West Florida § American annexation of the territory A sketch map published in 1898 showing the territorial changes of "West Florida"[17]p 2 The United States did not recognize the independence of the Republic of West Florida, and on October 27, 1810, President James Madison proclaimed that the United States should take possession of it, on the basis that it was part of the Louisiana Purchase.[18] In his proclamation, Madison invoked the portion of the Louisiana Purchase agreement that directly quoted the 1800 St. Ildefonso treaty[19] between France and Spain: Louisiana, Madison stated, had "the same extent that it had in the hands of Spain, and that it had when France originally possessed it". However, neither the 1800 treaty nor the 1803 purchase includes the word "originally"; instead, they state, "with the same extent that it now has in the hands of Spain and that it had when France possessed it".[19] Madison's tweak served his annexation rationale but had no basis in the treaty language. William C. C. Claiborne, the military governor of Orleans Territory, was sent to take possession of the territory. The West Florida government opposed annexation, preferring to negotiate terms to join the Union. Governor Skipwith proclaimed that he and his men would "surround the Flag-Staff and die in its defense".[6]:308 Claiborne entered St. Francisville with a U.S. Army contingent of 300 from Fort Adams under Col. Leonard Covington[20][21][22] on December 6, 1810, and Baton Rouge on December 10, 1810. After Claiborne refused to recognize the West Florida government, Skipwith and the legislature eventually agreed to accept Madison's annexation proclamation. Congress passed a joint resolution, approved January 15, 1811, to provide for the temporary occupation of the disputed territory and declaring that the territory should remain subject to future negotiation.[14] According to the French negotiator of the Louisiana Purchase, François Barbé-Marbois, "The Louisianans themselves agreed that [the Baton Rouge district] had been considered to belong to Florida, but, nevertheless, the [state legislature] declared, by one of its first acts that this district of country was a portion of Louisiana. ... but this eagerness to strengthen doubtful pretensions by possession, does not accord with the spirit of justice that characterizes the other political acts of the United States." [23] The Mobile District, now coastal Mississippi and Alabama, remained under Spanish control until the War of 1812 with Britain, with whom Spain was allied. On May 14, 1812, the claimed portion of West Florida east of the Pearl River was assigned to Mississippi Territory, though at the time, the area around Mobile Bay remained under the control of Spanish Florida.[24][25] Following that Congressional declaration of annexation[26] and an act of February 12, 1813,[27] (3 Stat. L. 472) authorizing the President to occupy that area, U.S. General James Wilkinson sailed from New Orleans to Mobile in April 1813 with a force of 600, whereupon he received the surrender of the Spanish commander. Present day[edit] In the state of Louisiana, the civil parishes (equivalent to counties elsewhere in the U.S.) that comprised the

		<p>former Republic of West Florida are known today as the Florida Parishes. This is partly due to their short-lived independent state, but also in recognition of their heritage in a (British, then Spanish) colonial province extending eastward to modern Florida.[28]</p>
<p>Amber Brown &lt;amber.brown@wbrschools.net&gt;</p>	<p>November 30, 2021 6:33 PM</p>	<p>To Whom It May Concern:</p> <p>My name is Amber Brown. I am a parent and a Louisiana public school teacher (15th year). I currently teach 6th-8th grade social studies, and I am highly qualified to teach all subjects grades 1-5 and social studies grades 6-12. Additionally, I serve as the Louisiana Council for the Social Studies Vice President. I am a resident of West Baton Rouge Parish where I teach.</p> <p>Overall, I am very pleased with the set of standards for 6th-8th grades. I truly believe that having students study U.S. history for three consecutive years will really send students into high school and adulthood with a firm grasp of United States history, the foundations and structure of our government, and Louisiana’s history in relation to our nation’s history.</p> <p>Sincerely,</p> <p>Amber Brown, M. Ed. 6th-8th Grade Social Studies Student Council Sponsor LCSS Vice President Caneview K-8</p> <p>Standards Review Public Comment My name is Amber Brown. I am a parent and a Louisiana public school teacher (15th year). I currently teach 6th-8th grade social studies, and I am highly qualified to teach all subjects grades 1-5 and social studies grades 6-12. Additionally, I serve as the Louisiana Council for the Social Studies Vice President. I am a resident of West Baton Rouge Parish where I teach. Overall, I am very pleased with the set of standards for 6th-8th grades. I truly believe that having students study U.S. history for three consecutive years will really send students into high school and adulthood with a firm grasp of United States history, the foundations and structure of our government, and Louisiana’s history in relation to our nation’s history.</p> <p>Developing Compelling Questions and Supporting Questions 6-8.1 and 2 Currently middle school students are in the habit of working to answer compelling questions using evidence to support their claims. It is a natural progression to have them also start learning how to critically question information and develop their own compelling questions and supporting questions. Being able to ask and find answers to your questions about information with which you have been presented is a crucial skill that people need to have. Middle school is a great time to really start honing in on this skill set with focus on specific disciplinary concepts.</p> <p>Gathering and Evaluating Sources 6-8.3 This is an important skill that I start off with every year with all my students. 6-8.4 This is also an important skill that can greatly</p>

skew how information is learned and presented. It is an important skill for students to learn so that as adults they will be able to learn and acquire new information. 6-8.5 Content specific vocabulary and learning how to decode the terms and phrases is vitally important when reading and learning from various sources. You can learn a great deal about a person and a topic depending on the vocabulary they chose to use.

#### Developing Claims and Using Evidence

6-8.5 An important skill that pairs with what students are learning in ELA. It is also important for evidenced based writing.

Communicating and Critiquing Conclusions 6-8.8 Being able to explain how your evidence supports your claims and acknowledging counterclaims is important when learning about different viewpoints and why people have/had different views. 6-8.9 This is an important part of Project Based Learning and gives students the opportunity to talk with people working in the field pertaining to the topic students are learning in class.

#### 6th Grade

6.H.1 Moving the colonization of North America back to being taught just prior to the causes of the American Revolution will be beneficial to students in really understanding the causes. When I started teaching, the colonization of North America (the thirteen English colonies, Jamestown, etc.) were included with the 7th grade standards. I'm glad that these standards will once again be taught together in the same year. (6.H.6) The timespan of these proposed standards are also more manageable. Currently, 6th graders must learn content from prehistory through the Renaissance. We are literally cramming thousands of years of history into just one year of study. 6.H.2 This standard will be helpful in helping students understand how events in Europe influenced economic and political decisions in North American colonies. 6.H.8 I know that the standards says "including but not limited to," but I think some other groups and individuals should be included like the Natchez, Cadillac and St. Denis, O'Reilly, the Islenos, and Miro. 6.C.5 This standard is missing from the current 2011 standards but was included in the previous standards. It is good to have it back as part of the early U. S. History standards for middle school.

#### Seventh Grade

7.H.2 Teaching the events of U. S. History from 1789-1877 is a much more manageable time span to really allow for the in depth analysis and learning that needs to occur when teaching and learning with primary sources. I am happy to see this change. I would include in the list the Neutrality Proclamation, Missouri Compromise, Monroe Doctrine, and Manifest Destiny. Under the current standards, I feel that I am always rushed to teach everything from the 1760s (and colonial America is background gaps exist) to 1877 with the additional civics standards and the framework of our government. 7.H.3 I am glad to see the inclusion of the Napoleonic Wars and the Haitian Revolution. 7.H.5 I am glad to see a more diverse group of leaders. Perhaps leaders of the Women's Rights Movement could be added to the list. 7.H.6 In addition, I would include economic issues like the Tariff of 1828. 7.H.7 This standard is necessary. The United States is a country with a rich, diverse cultural heritage. Some say that teaching about the limitations placed on various groups is teaching students to hate America, but I don't see it that way. Teaching about our nation's shortcomings, doesn't make one un-American. It shows us where as a nation changes needed/need to be made and why

		<p>the changes were necessary. It shows us our true history and why our nation is so great--the power of the citizens to enact change to make our nation better. 7.H.9 Add the challenges of Louisiana's path to statehood. 7.C.1 This standard seems to fit with the proposed 6th grade standards. Is it meant to serve as a review from the previous year? The documents listed are all prior to 1789. 7.C.3 Consider adding the Neutrality Proclamation to the list. 7.C.5 When teaching about the diverse groups of our nation, it is necessary to teach about both the expansion and limitations of citizenship, rights, and political power. 7.E.1-5 These standards do a good job of addressing the economic issues the nation faced between 1789-1877.</p> <p>8th Grade</p> <p>8.H.3 and 8.H.6 Including more information and standards regarding the teaching of World War II in 8th grade will be helpful to students when learning about Louisiana's role during World War II which is currently a standard, but students have little to no background knowledge of World War II. With the current time constraints of our current standards, it is extremely difficult to devote extra time to helping students understand the complexities of World War II. 8.H.9 Consider adding the Women's Suffrage Movement. 8.C.1-7 I am excited that 8th graders will be exposed to more modern U.S. history prior to entering highschool. (Harlem Renaissance, "Big Stick Diplomacy", the Gilded Age, etc.) 8.C.7 Would this include the various changes in voting laws/requirements both in the United States and Louisiana? 8.G.9 Would this standard be where the current coastal erosion topic of the current 8th grade scope and sequence would fall? Teaching about the causes and effects that coastal erosion is having geographically, economically, and socially is an important part of our state's history and future. The coastal erosion unit of study also correlates with part of the current 8th grade science curriculum and is one of my students' favorite topics of study.</p>
<p>Philip Goppelt &lt;philip@goppelt.org&gt;</p>	<p>November 30, 2021 9:20 PM</p>	<p>Good evening. My name is Philip Goppelt, and I am an Other Louisiana Citizen. I reside in Ascension Parish.</p> <p>I recommend eliminating diversity-focused standards - meaning, standards that force more attention to people and groups because of their lifestyle choices or unchangeable characteristics: K.H.5, 1.H.4, 1.H.7, 2.H.6, 6.H.5, 7.H.7, 7.C.5, 8.H.8, C.H.2, and US.H.8 are the ones I found.</p> <p>Most of these diversity-focused standards are history standards. In history, students should focus on the character, work, and achievements of a subject based on the inherent value/worthiness and impact of the subject's character qualities, works, and achievements, and for the most part it should not be based on the groups/characteristics with which the subject was born or chose to identify with. This is not to say that the diverse groups and characteristics of people being studied in history should be ignored or concealed, only that diversity should generally not be studied for its own sake and it should not have its own line items in our standards. Students should study valuable and/or important contributions of people and groups with a focus on timeless principles such as justice, truth, courage, honor, loyalty, and generosity. Please keep in mind that a person's unchangeable characteristics have no bearing on the quality of that person's character (in other words, if you are born with something, you</p>



		<p>cannot help it and therefore you are neither praiseworthy or blameworthy because of it.)</p> <p>An example of this would be the Navajo Code Talkers of World War II. The Code Talkers are rightly seen as heroes because they used a special skill they happened to have (their language) to make a positive difference in the world. Had they been fully integrated into society and lost their language, they would not have been able to play their crucial part. However, what really made them heroes was their faithful, diligent service - their unique culture was secondary in importance to their willingness to serve. I think that students should learn about the Navajo Code Talkers, but that can be done without diversity-focused standards. Ultimately, students should learn that regardless of what minority groups they were born or not born into, regardless of their environment, and regardless of their language or race, they can be heroes by doing what is right, or scoundrels by doing what is wrong.</p> <p>Diversity-focused standards lead teachers and students to place an undue emphasis on unchangeable characteristics such as race, and lifestyle choices such as sexual orientation. Such undue emphasis is often used as an avenue to promote Marxist philosophies of class warfare, envy, and even hatred.</p> <p>Our Pledge of Allegiance correctly acknowledges that we are one nation under God. Students should learn that God has established timeless principles which apply to all people and nations, such as truthfulness, compassion, loyalty, endurance, and diligence. These principles apply to all people regardless of religion. We will either follow these principles for our benefit, or ignore them at our peril.</p> <p>Thank you for taking the time to hear my views! God bless you all and Merry Christmas.</p> <p>--</p> <p>Philip Goppelt, E.I., P.L.S.  philip@goppelt.org  Cell: (225) 290-7621</p>
: Martha Huckabay <marthahuckabay@gmail.com>	November 30, 2021 2:37 PM	To all of my Representatives, Senators, and the BEESE board,  My family and I are 100% against CRT. CRT is a Carl Marx agenda to divide people according to their gender and race. Under no certainty will we participate in that plan, and neither should you.

		<p>CRT teaches biracial children that neither of their parents is worthy and, therefore, that child will never discover their best potential. CRT cuts the legs off of our children regardless of their race. CRT teaches little black kids that they can never succeed because of their race. It also teaches them "that the white man keeps them down." That statement is racist. CRT divides white little boys and girls against black little boys and girls. CRT teaches our children to hate each other because of past sins. CRT is unacceptable and can only be the plan of the evil one. No one in their right mind would ever teach their children CRT. Critical Race Theory is a false doctrine. Example: Evolution is false teaching, and you've successfully driven our kids away from God. I will not stand idle to watch you abuse our children anymore.</p> <p>In 2020 my husband and I pulled our 5th-grade son out of Stuart Hall School for Boys because of the liberalism, and because of the mandatory mask mandates, and because I witnessed CRT being taught under the guise of "Social Justice," which is also CRT.</p> <p>CRT is a driving tool to divide and conquer.</p> <p>Are you a Socialist, or are you a Communist?</p> <p>Neither should be here in America, the Land of the Free and the home of the Brave.</p> <p>Parent,  Would you please Email  Classroomsupporttoolbox@la.gov  to file your complaint against CRT TODAY.</p>
Debi Benoit <debi.benoit@nicholls.edu>	November 30, 2021 1:12 PM	Do not put this divisive program in our schools! And do not change the name and put it in anyway!  Thank you!  -- Debi Benoit Director of Research and Sponsored Programs Nicholls State University P O Box 2083 (a)

		<p>906 East First Street (b)  167 Elkins Hall  Thibodaux, Louisiana a:(70310) b:(70301)  phone: 985.493.2563  fax: 985.493.2530</p>
<p>philip  &lt;pacallais@msn.com&gt;</p>	<p>November 30,  2021 2:54 PM</p>	<p>The whole point of the Civil rights movement and the Legislative act of 1964 was to put a stop to racism. CRT does nothing but reactivate it. Anytime skin color is used to subjugate a belief in any form is racism.</p> <p>Bert Callais  363 East St. Francis st  Brusly La 70719</p>
<p>Gena Gore  &lt;genag50@att.net&gt;</p>	<p>November 30,  2021 1:09 PM</p>	<p>I am adamantly against any form of Critical Race Theory being taught in our schools. From everything I have seen, it is very damaging to the children and does great harm to any progress we have made in race relations. Children instinctively love one another unless negativity is taught to them. We should be proud of the progress we have made and teach them to love and appreciate their fellow students and friends not introduce them to hate and discrimination.</p> <p>Gena Gore</p>
<p>Lisa Calhoun  &lt;lisacalhoun@gmail.com&gt;</p>	<p>November 30,  2021 3:22 PM</p>	<p>I'm AGAINST CRT. Please vote appropriately.</p> <p>Thank you,</p> <p>Lisa Calhoun  Novelist and author of Children's Books  <a href="http://www.lisapochecalhoun.com">http://www.lisapochecalhoun.com</a></p>