

Fifth Grade

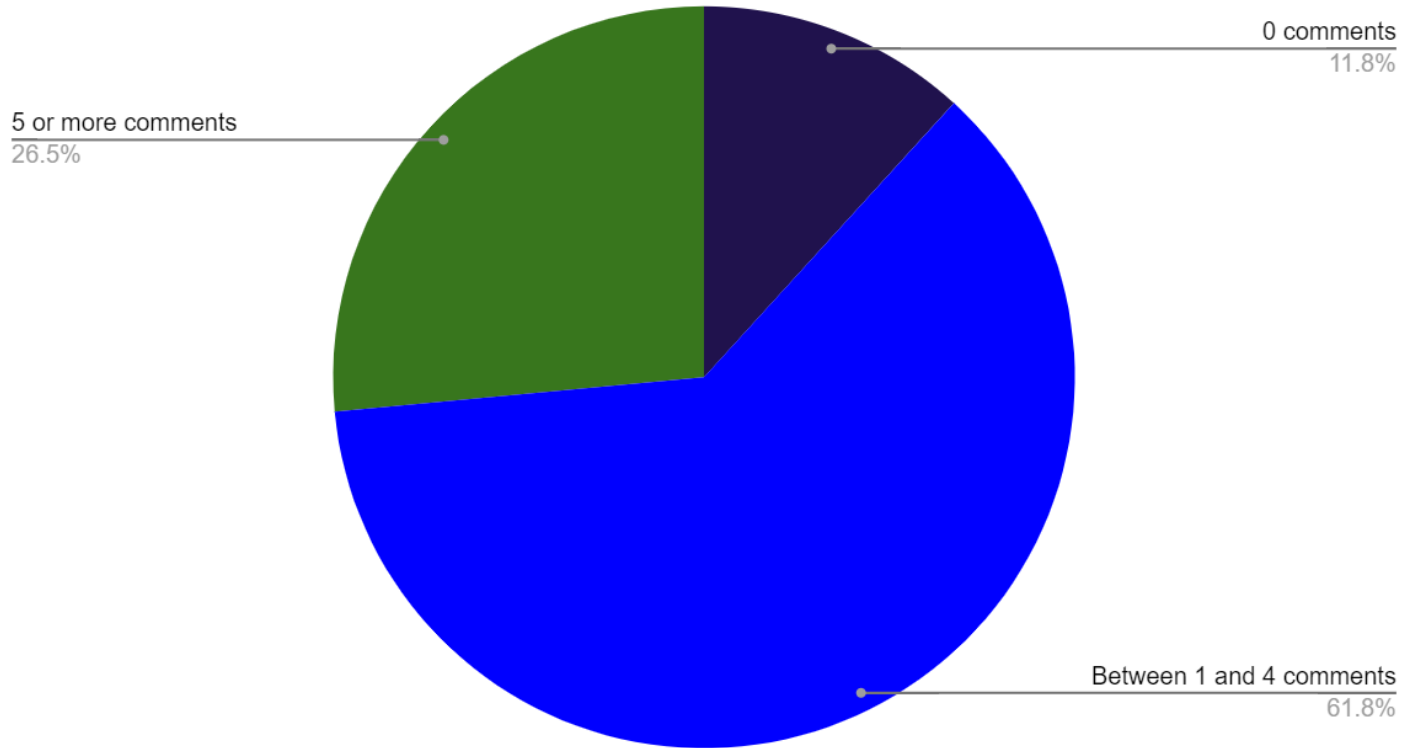
Unique Users: 45

Total Comments: 105

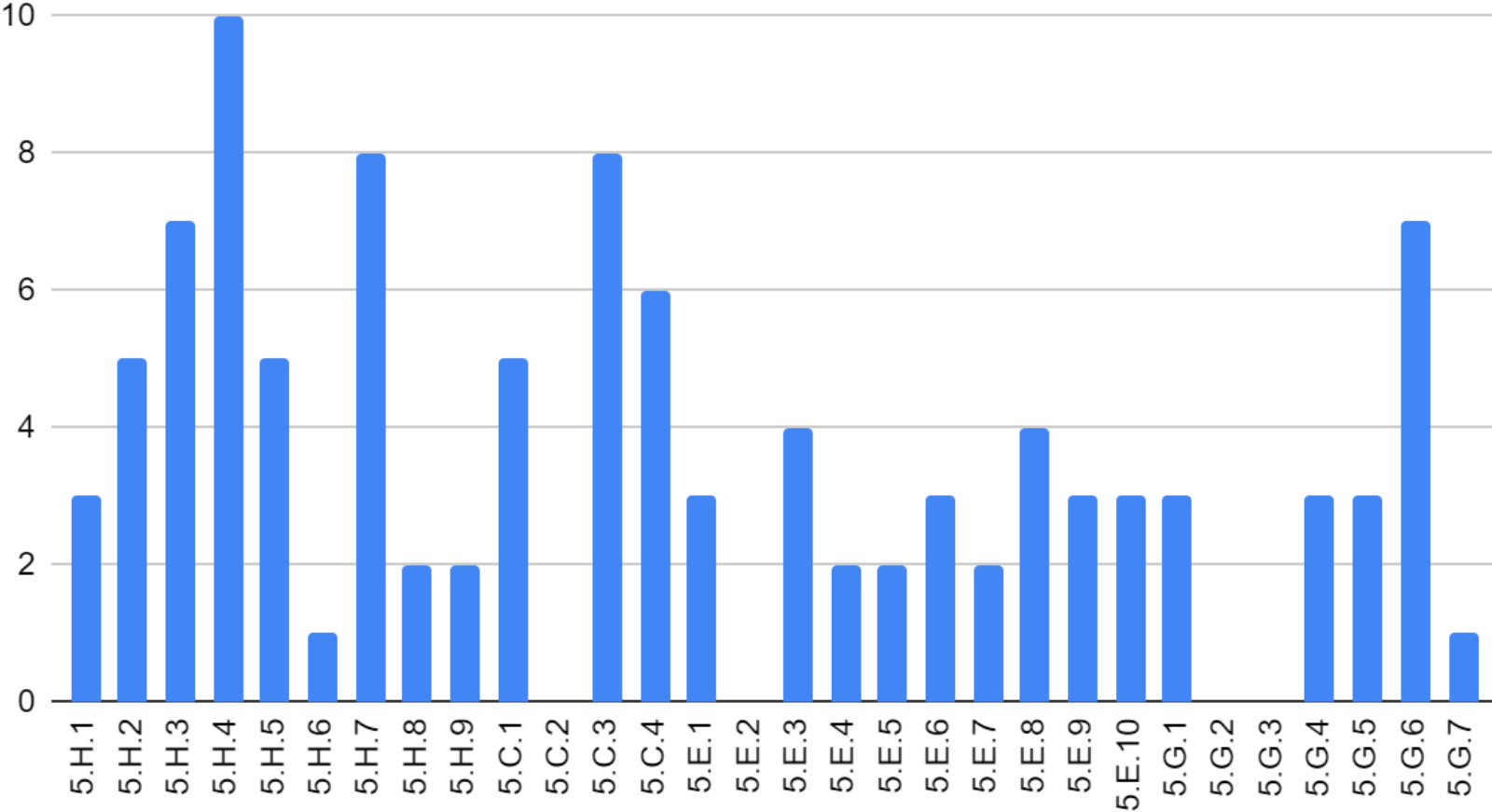
Unique Comments: 82

Number of Unique Users Who Submitted More than 1 comment: 9

Fifth Grade Standards



Comments per Standard



Breakdown by Standards		
Standard	Text of Comment(s)	% of total comments submitted for Fifth Grade
5.H.1 Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.	<ol style="list-style-type: none"> 1. New or revised standards omit the correlation between ELA Guidebook lessons (units such as Birchbark). 2. These changes are opening the door for CRT to be introduced into our schools. I do not approve. 3. In the first draft, there was a good example that was deleted; recommend using the example and expanding to get it in full context Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity. For example: European Crusades vs Islamic Invasion of Europe and the growth of the Mongolian Empire 	2.86%
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.	<ol style="list-style-type: none"> 1. All standards listed are not age appropriate and our entire curriculum is being changed 2. After examining grades K-5 grade, I am most confused and astonished. Why continue to teach standards that were focused on the previous years? Having taught fifth grade Social Studies for a number of years, I am most concerned as to when elementary students will learn about the reasons people left their homelands to settle in America. Additionally, when are causes of the American Revolution, the hardships endured during the American Revolution, the difficulties founding fathers encountered when drafting the Articles of Confederation, and the Constitution being taught? Most certainly not during elementary school. WHAT ARE YOU THINKING??? Are YOU plotting to ERASE history so it will conform to your current agenda? Well, you have a HUGE battle on your hands! This situation will go one of two ways. First, you can thoughtfully reconsider and choose to develop a scope and sequence that teaches AMERICAN HISTORY, including the Constitution, reasons people left their homelands in search of new opportunities and freedoms, the 	4.76%

purpose for each individual colony. Secondly, you can choose to keep this garbage that is NOT worth the effort that it took to input the words and thus observe a mass exodus of students and their tax-paying parents from the Louisiana Public School System. The secret is out! Parents, grandparents, educators, and various stakeholders are FED UP and will encourage parents to withdraw their students from Louisiana Public Schools because it does not align with their personal belief system. Dr. Ben Carson recently emailed me with his new, engaging “Little Patriot” Platform found online. I am currently in discussion with teachers and parents that are terribly concerned about the watering down of the Louisiana Social Studies Curriculum. By Using Dr. Carson's platform and other robust materials collected by talented educators over a number of years, parents and educators will coordinate their efforts so our most valuable commodity, our students, will learn of the blessing of American Heritage. It may be online. It may be at local churches, libraries, homes, or businesses. But it WILL happen! Feel free to neglect the wishes of your constituents- but know that your actions will not be forgotten by me and many others in the state of Louisiana. (and those that happen to forget – I will constantly remind!) My advice to you is to pray and choose wisely. The power of the BESE Board is diminished when the number of public school students decreases dramatically! Once again, I urge you to choose wisely.

3. Replace with: "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."*
4. "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, ommerce, 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. Modification recommended Describe the consequences of the European Age of Discovery, which between 1450-1600 AD established the foundations of a new 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, the proliferation of slavery 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 BC - 1600 AD.</p>	<ol style="list-style-type: none"> 1. In the past we have only focused on the characterization and development of civilizations in the New World and the effects that exploration had on these civilizations. I feel that studying all these new civilizations is a lot of information for one teacher to cover/become proficient on in one year. We know how even when this is the plan, these things do not get passed until just before the school year begins. Once these plans are passed, teacher usually do not have actual access to the material for a while. Even when we have access to the material, currently the things offered on the LDOE site are above grade level and not organized in a way that is easily accessible to the teacher/instructor. 2. Replace "600 BC" with "600 AD" 3. The coursework is entirely too broad in its scope encompassing a period of 1000 years and many major civilizations. The time allotted for social studies is 45 minutes per day for 180 days. Just this standard would be divided into several college courses. With this and most of the proposed standards, the cognitive and intellectual levels of a 10 year old is not being fully understood. Do you have any child psychologists involved in developing curriculum? What are behavioralists, cognitive functioning scientists? Obviously not, otherwise you would understand 	<p>6.67%</p>

	<p>that this curriculum is so far above the intellectual ability of a 10 year old CHILD as to be ludicrous.</p> <ol style="list-style-type: none"> 4. “Describe the characteristics, origins, and development of civilizations and empires in Africa, the Americas, Asia and Europe from 600 AD - 1600 AD.” 5. add: The history of medieval and Renaissance Europe. Include: feudalism, Crusades, Black Death, the Reformation, Wycliffe, Hus and Erasmus Recognize the artistic, literary and technological contributions during the Renaissance of artists, such as da Vinci and Michelangelo; of writers, such as Petrarch and Shakespeare; and of inventors, such as Gutenberg. Recognize new ideas developed during the Scientific Revolution, such as the discovery that the Earth and planets revolve around the Sun, the pendulum, the law of gravity, the scientific method, and the microscope. Consider also Francis Bacon, Nicholas Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, Isaac Newton, Blaise Pascal, Vesalius 6. To cover Africa, the Americas, Asia, Europe in depth in one year, teachers will need extensive training to understand how to teach this content. This is content knowledge that many fifth grade teachers have not studied previously. Additionally, teachers will need to be provided materials that are complete with clear teacher notes, student exemplar responses, student materials with color visuals, assessments that are source-based, written, spoken, and project-based. Reading materials need to be checked for readability at the fifth grade level. Also, teachers need a curriculum that clearly outlines how much time should be spent on each unit, topic, and lesson. There needs to be a clear suggestion as to how much time should be devoted to completely teach everything in one school year. 7. Changing 600 BC to AD, assuming BC was an error 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 Analyze historical events from the perspectives of	<ol style="list-style-type: none"> 1. Why is this important to the educational process to do prospective analysis in the 5th grade? 2. The lack of American perspective is extremely damaging to our young Americans 	9.52%

<p>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.</p>	<p>and sends a message that they are not as important as others. In an attempt to represent other cultures, you have ignored American culture. Our children will not be part of this global racism. Other cultures and American cultures need to be addressed with equal importance</p> <ol style="list-style-type: none"> 3. There seems to be a concerted, deliberate effort to exclude the contribution that white males had, and continue to have on the development of civilization and to the continued efforts to bring third world cultures into a civilized state. 4. Replace with: "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. Focuses on division. The words marginalized and underrepresented are leading terms with very distinct connotations. 6. Marginalized and underrepresented groups need to be specified. "Including but not limited to" is not enough. It leaves room for others that can fall into the "marginalized" category that isn't appropriate for children. 7. "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."* 8. Why do they have to continually be called marginalized. Why not celebrate their accomplishments rather than teach how they were oppressed? 9. As I continue to critique this - how? how does a student enter magically into the perspective of a marginalized group? Which marginalized groups? White supremacist's? Satanists? Ba'al worshippers? Teachers on our staff are afraid to respond to this questionnaire because it requires their name and email. What's going on here? 10. These are important examples, but successful and thriving civilizations are important, as well. Analyze historical events from the perspectives of marginalized or underrepresented groups and civilizations that grew and thrived. Including but not limited to Taino and Aztec perspectives on Spanish colonization; indigenous 	
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	<p>perspectives on the encomienda system; the perspectives of enslaved Africans and indigenous people; and the perspectives and experiences of colonizing, exploring and sustained nations</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 and interactions between civilizations and empires in Africa, the Americas, Asia and Europe.</p>	<ol style="list-style-type: none"> 1. Though many in the public would choose to downplay or erase any mention of Islam in public schools, to do so would be to misrepresent an integral part of world history. The Islamic Golden Age should be presented without prejudice. 2. Replace with: "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."* 3. "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."* 4. I worry about separating this discussion from the instruction related to world religions and their development and spread presented in the proposed 4th grade standards. 5. Great item Previous versions highlighted the "Crusades". Believe it should be reinstated and expanded, balanced with the perspective of Europeans who were invaded, thus prompting the Crusades. Other examples were highlighted in previous versions of Standards and they might be instructive to those creating curricula, to know we seek balance. Analyze the causes and effects of historically significant events between 700 AD and 1600 AD. Including but not limited to the Islamic invasion and the Crusades, Islamic Golden Age, Bubonic Plague, Renaissance, Song Dynasty, Reformation, Scientific Revolution; the Mongol, Mali, Songhai, Aztec, Inca, and Spanish empires; colonization and settlement of the Americas, and the development of the transatlantic slave trade. ADDITIONS RECOMMENDATION: Analyze the origins of the Trans-Atlantic slave trade, developed initially as an outgrowth of the inter-African slave trade and how the 	<p>4.76%</p>

	<p>conditions imposed by Europeans to send slaves to the west was new, but that practice of involuntary slavery had been happening for centuries. Review the practice and volume of the pre-Colombian native slave paradigm. Identify the locations around the world where slavery was prevalent, where it had always existed and where it saw significant growth between 600-1600 AD</p>	
<p>5.H.6 Describe the political, economic, and social effects of the expansion and contraction of empires and nation-states between 600 - 1600 AD.</p>	<p>1. 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."</p>	<p>0.95%</p>
<p>5.H.7 Explain how religion influenced state-building, trade and cultural interactions between 600 - 1600 AD. Including but not limited to Christianity in Medieval Europe, Islam in Afro-Eurasia, Buddhism in China, Aztec state religious rituals, and Indigenous African religious practices.</p>	<ol style="list-style-type: none"> 1. This is absurd to expect a 10-11 year old to understand this information. In no way can they relate because their world view is so small. The material is challenging enough. This would cause a huge challenge for educators in the classroom to engage students in this content. We should be trying to protect the innocence that these children still possess. This is only taking it away. As an educator, I do not feel comfortable teaching this information as I feel it will lead to major controversy. 2. I do not think it is appropriate to learn about religions that are tied to terrorist groups. People in the U.S. are predominantly Christian. Especially in the south where we live. I do not want to and I will not teach about Islam or Buddha. 3. This standard should be presented without prejudice towards one religion. 4. Why is such a matter even being considered for elementary children? These topics should be taught to a more mature mind. I guarantee you that kids will not remember any of this and it will for sure cause unhappy parents across the board and funding will be lost when parents start homeschooling their children. 5. I don't understand why we can't have a separation of church and state. Religion should be taught at home, by the child's parents, not at school. I don't want my children being influenced by, or introduced to, different religions, because there is 	<p>7.62%</p>

	<p>only one true God.</p> <p>6. Include the following in the list of examples: Sikhism in South Asia</p> <p>7. While it is important to learn about all the major religions, teachers will need extensive training in how to effectively deliver this topic in a respectful manner to all cultures. Fifth grade teachers are not familiar with this content. I am hopeful that the materials that are in sixth grade will not be pushed down to fifth without adjustment or consideration. It is also concerning that the third, fourth, and fifth grade level will be learning about the influence of world religions on state building, trade, and cultural interactions, but they are likely not firm in understanding United States history. It is unlikely that students will retain and master all the information about United States history in second grade and hold that knowledge until sixth grade. I believe that students in third, fourth, and fifth grade should continue to learn about how to be a good American citizen at the local, state, and national levels. I do not think it should all be in the second grade and then not see it again until sixth grade.</p> <p>8. Christianity should be mentioned in the context of US history Explain how religion influenced state-building, trade and cultural interactions between 600 - 1600 AD. Including but not limited to The Holy Roman Empire, Islamic Caliphates, Buddhism in Song China, Aztec state religious rituals, the the colonies in America as a haven for religious freedom; proliferation of Christianity throughout the world and indigenous African religious practices.</p>	
<p>5.H.8 Describe the causes and effects of early Spanish and French exploration and colonization efforts in the Americas. Including but not limited to Cartier, Bethancourt, De Soto, and</p>	<p>1. This standard should be presented factually and accurately without prejudice towards colonizers of the region. The effects should include not only positive results but negative results, as well.</p> <p>2. ADDITIONS RECOMMENDATION: Describe the history of medieval and Renaissance Europe from 600-1600 AD. Including feudalism, the manorial economy, the Crusades, the medieval Catholic intellectual and cultural world, the Black Death, the Renaissance, the Reformation, the role of the French and English nations. Describe the ideals and institutions of medieval and Reformation Christianity that</p>	<p>1.90%</p>

any others prior to 1600 AD.	formed the matrix of modern Christianity in the United States and Latin America	
5.H.9 Describe the development of Indigenous societies in the lower Mississippi River valley from 600 to 1600 AD. To include but not limited to Plaquemine culture, Houma, Natchez, Taensa, Caddoan, Choctaw, Chitimacha, Atakapa, and Tunica peoples.	<ol style="list-style-type: none"> 1. Please add Coushatta Native Americans to the list. They deserve to be recognized in our history because they contribute to our educational system tremendously in SWLA. Thank you! 😊 2. 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." 	1.90%
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.	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. This new standard added to our curriculum is appropriate for high school to college aged students. How am I supposed to teach this to 5th graders?? Not to mention in 1 lesson??? What a joke! 3. "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."* 4. The question is worded to give the students very intentional and specific eras to 	4.76%

	<p>focus on, and still allows the students to use prior knowledge and examples of political institutions. The standard is student friendly and relevant.</p> <p>5. Recommend change to: Compare political institutions and their influence on people in and outside of empires between 700 - 1600 AD. Including, but not limited to monarchies, theocracies, bureaucracies, tax collection, court systems, education systems, and systems of tribute, with emphasis on 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.</p>	
5.C.2 Analyze the purpose and effects of rules and laws in empires and nation-states between 600 AD and 1600 AD.		0.00%
5.C.3 Analyze the methods used by governments to create order, establish justice, and meet people's needs 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.	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. Who is responsible for making these changes? Are they even in an actual classroom??? I have resource and 504 students that would never be able to read this standard, much less comprehend it! 3. 5th graders, as well as 3rd and 4th graders, need the basic understanding of Louisiana and the U.S. History. World History is something that they will have a better perspective of as they grow older, not as 8, 9, and 10 year-olds. Our students in Louisiana do not need to learn about Islamic Caliphates, etc. I feel if this is taught, many of our public school students will choose to go to private schools. This will hurt our public school system in the state of Louisiana. Again, do 8, 9, and 10 year-olds who do not completely grasp the understanding of Louisiana and American History need to be taught World History in their formative years. It appears an agenda is being pushed upon our young children.. 	7.62%

	<ol style="list-style-type: none"> 4. Change "meet people's needs" to "promote the general welfare."* 5. Islamic Caliphates should be removed from this standard. 6. "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."* 7. As I said before, 10-11 year olds are impressionable. They do not need to be exposed to government "methods that create "ORDER..." in China or the Islamic Caliphates, or anywhere else. Where is AMERICAN HISTORY? I don't see it anywhere in 4th OR 5th grade standards. 8. Analyze the methods used by governments to create order, establish justice, 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* 	
<p>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.</p>	<ol style="list-style-type: none"> 1. specific time in United states and Louisiana - rights for citizens did not include all citizens at first- compare to US/LA during what time period - today or 1776? 2. I am an educated woman and seeing last year teaching about The Civil War only had 1 cause made me irritated. Teaching children that racial divides are the reason people today are choosing the lives they have today is irresponsible and not the schools job. 3. "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."* 4. 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 	<p>5.71%</p>

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. As a mother of African American children in our schools, it is sad that Louisiana schools will teach history that represents white men and women and portray them as heroes, founders, leaders, and the examples to follow but will not do the same when it refers to Black History or Black Heroes, Leaders, Founders, and Examples. We need more Black educators and administrators because they have not problem teaching ALL of American History including Black History unlike many other educators and administrators in our schools. Representation is vital in our schools, curriculum, procedures, and policies. It is impossible to accurately teach on matters that many white educators and administrators don't want taught or discussed without bias. We need diversity and inclusion that happens when our schools employ more individuals who are comfortable teaching all history.
6. "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.”*
7. 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.”*
8. Examine how the ideals, institutions, religious freedom and individual examples of

	<p>human liberty, individualism, and republican self-government in medieval and Renaissance Europe contributed to the formation of modern American ideals</p> <p>ADDITION RECOMMENDATION: Assess the extent to which governments fulfilled or violated 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 and the worldwide slave trade.</p>	
<p>5.E.1 Analyze how the interaction between producers and consumers satisfied economic wants and needs 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.</p>	<ol style="list-style-type: none"> 1. Replace "wants and needs" with "desires"* 2. "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."* 3. 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.* 	2.86%
<p>5.E.2 Analyze the relationship between supply and demand.</p>		0.00%
<p>5.E.3 Compare how different economic systems choose to allocate the production, distribution, and</p>	<ol style="list-style-type: none"> 1. Replace with: "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." Note: Mercantilism is a post-1600 theory.* 	3.81%

<p>consumption of resources. To include but not limited to Feudalism in Europe, commercialization in Song China, Incan system of centralized production and distribution, and mercantilism.</p>	<ol style="list-style-type: none"> 2. “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.”* 3. Students need foundational skills in historical thinking before tackling topics such as Feudalism in Europe and commercialization in Song Chinas. 4. Compare how different economic systems choose to allocate the production, distribution, and consumption of resources. Including 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. 	
<p>5.E.4 Explain how market conditions and economic activity impacted the development of civilizations, empires, and nations from 600 - 1600 AD.</p>	<ol style="list-style-type: none"> 1. Replace "impacted" with "affected"* 2. “Explain how market conditions and economic activity affected the development of civilizations, empires, and nations from 600 - 1600 AD.”* 	<p>1.90%</p>
<p>5.E.5 Analyze how governmental decisions impact economic well-being.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze how governmental decisions affect economic prosperity.”* 2. “Analyze how governmental decisions AFFECT economic PROSPERITY.”* 	<p>1.90%</p>
<p>5.E.6 Analyze how scarcity, incentives, opportunity costs, and competition impact economic decision-making.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition affect economic decision-making.”* 2. “Analyze how scarcity, incentives, opportunity costs, economic stability, and competition AFFECT economic decision-making.”* 3. Same comment as previously: Why not emphasize also the notion that economic stability impacts economic decision-making? Analyze how economic stability, 	<p>2.86%</p>

	incentives, opportunity costs and competition impact economic decision-making	
5.E.7 Analyze the interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD.	<ol style="list-style-type: none"> 1. Replace with: "Analyze the extent of the increase in interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."* 2. "Analyze THE EXTENT OF THE INCREASE IN interregional trading systems of the Americas, Africa, Asia, and Europe between 600 - 1600 AD."* 	1.90%
5.E.8 Describe how trade leads to increasing economic interdependence among nations.	<ol style="list-style-type: none"> 1. Replace with: "Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD."* 2. Leaves out how the standard of living is affected which is the point of the standard. 3. "Describe THE EXTENT TO WHICH TRADE LED to increasing economic interdependence among nations between 600 - 1600 AD."* 4. Might also be a good place to introduce how unfair trade hurts nations Describe the extent to which trade led to increasing economic interdependence among nations between 600 - 1600 AD." 	3.81%
5.E.9 Analyze how specialization, comparative advantage, competition, and new technology influence the production and exchange of goods and services in civilizations and empires between 600 - 1600 AD.	<ol style="list-style-type: none"> 1. Replace "influence" with "increased"* 2. Focuses on the production and exchange instead of the costs. 3. "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."* 4. 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." 	2.86%
5.E.10 Analyze and describe systems of trade within and between various American Indian	<ol style="list-style-type: none"> 1. Need consistency of language throughout standards on American Indian - most Native Americans prefer "First Nations" because they do not recognize this land as America (North America is called Turtle Island.) - but I feel Native American or Indigenous American is appropriate 	2.86%

<p>societies in the Mississippi River Valley between 600-1600 AD.</p>	<ol style="list-style-type: none"> 2. ADDITION RECOMMENDATION: 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.* 3. 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>5.G.1 Create and use geographic representations to locate and describe places and geographic characteristics. Includes but is not limited to the following: hemispheres; landforms such as continents, oceans, rivers, mountains, deserts; settlements and their features; cardinal and intermediate directions; latitude and longitude, scale, climate, and environment.</p>	<ol style="list-style-type: none"> 1. Students should know this standard. 2. I have a general comment about the overall standards across the board for all grade levels. The standards that are in review lack current issues as it relates to Louisiana History, states and capitals, black history etc. these standards are not relatable to real world scenarios as they currently stand within our community, state or country. Students do not know what states surround their own state nor do they know the capitals of the 50 states in conjunction to identifying their local, state and federal government officials. These topics are real world scenarios that students will need to know in order to adapt to every day situations and currently there is no in depth curriculum that targets these particular "gaps in learning". Emphasis needs to be placed on these topics as we are doing our students a disservice by not addressing these topics in more detail. 3. As a fifth grade teacher, I have students coming to me that do not even know their states, rivers, and oceans... not to mention the continents. How am I going to have enough time in my classroom to teach all of the other material you see fit to provide, along with a daily Geography lesson? I do see the importance of Geography, don't get me wrong. It is something that should have been reinforced in the lower elementary grades, yet I am seeing on the draft that their standards are ridiculously changing also. When is the Louisiana Department of Education going to 	<p>2.86%</p>

	<p>start asking ACTUAL classroom teachers to provide input on such matters? We know what is best for our children and their abilities. Do we really need to make these subordinate changes in our curriculum on top of all of the changes in our classroom due to a pandemic??! We are all doing the best we possibly can. I have reached out to my BESE board member but have never received a response. We as teachers are at our breaking points!!!</p>	
<p>5.G.2 Identify and analyze the location and spatial organization of the various civilizations and empires. Including but not limited to the proximity to fertile alluvial soil, source of freshwater, and deposits of copper and iron.</p>		0.00%
<p>5.G.3 Analyze how physical geography influenced societies and empires of Afro-Eurasia and the Americas between 600 - 1600 CE. Including but not limited to how physical geography influenced the development of silk road trade routes through the Gansu corridor.</p>		0.00%
<p>5.G.4 Explain how societies and empires of</p>	<p>1. Replace with: "Explain how civilizations and empires of Afro-Eurasia and the Americas between 600 - 1600 AD successfully modified their environment to settle</p>	2.86%

<p>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.</p>	<p>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> <ol style="list-style-type: none"> 2. “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.”* 3. Explain how civilizations and empires in Afro-Eurasia and the Americas between 0600-1600 AD successfully modified their environment to 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>5.G.5 Describe how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600 - 1600 AD influenced the division and 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.</p>	<ol style="list-style-type: none"> 1. Replace with: “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.”* 2. “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.”* 3. * 	<p>2.86%</p>
<p>5.G.6 Analyze ways in which one culture can</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze the positive and negative effects of civilizational expansion. Including but not limited to the Muslim conquests from Spain to India, the Mongol 	<p>6.67%</p>

<p>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.</p>	<p>invasions of Eurasia, European economic growth during the Age of Discovery, and the deadly spread of Old-World diseases in the Americas.”*</p> <ol style="list-style-type: none"> 2. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 3. 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, the worldwide expansion of slavery, and the deadly spread of Old-World diseases in the Americas* 4. 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, the worldwide expansion of slavery, and the deadly spread of Old-World diseases in the Americas* 5. “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.”* 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.”* 7. Delete: "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 the diseases." Add: Analyze the positive and negative effects of civilizational expansion. Including but not....." 	
<p>5.G.7 Explain the significance of the location and settlement of</p>	<ol style="list-style-type: none"> 1. I like the new standards and I think that they are chronological. I think it makes a lot of sense. My concern is about implementation. Our students will have huge gaps, if they are implemented all at once. I think k-3rd need to be implemented all 	<p>0.95%</p>

<p>Indigenous societies in the lower Mississippi River valley. Including but not limited to Plaquemine culture, Natchez, Houma, Taensa, Caddoan, Choctaw, Chitimacha, and Tunica peoples.</p>	<p>at once and then add a grade every year after that. Also, please do not implement these before you have a companion document and scope and sequence ready for us teachers. Thanks!</p>	
<p>Totals</p>	<p>105</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		