

# Seventh Grade

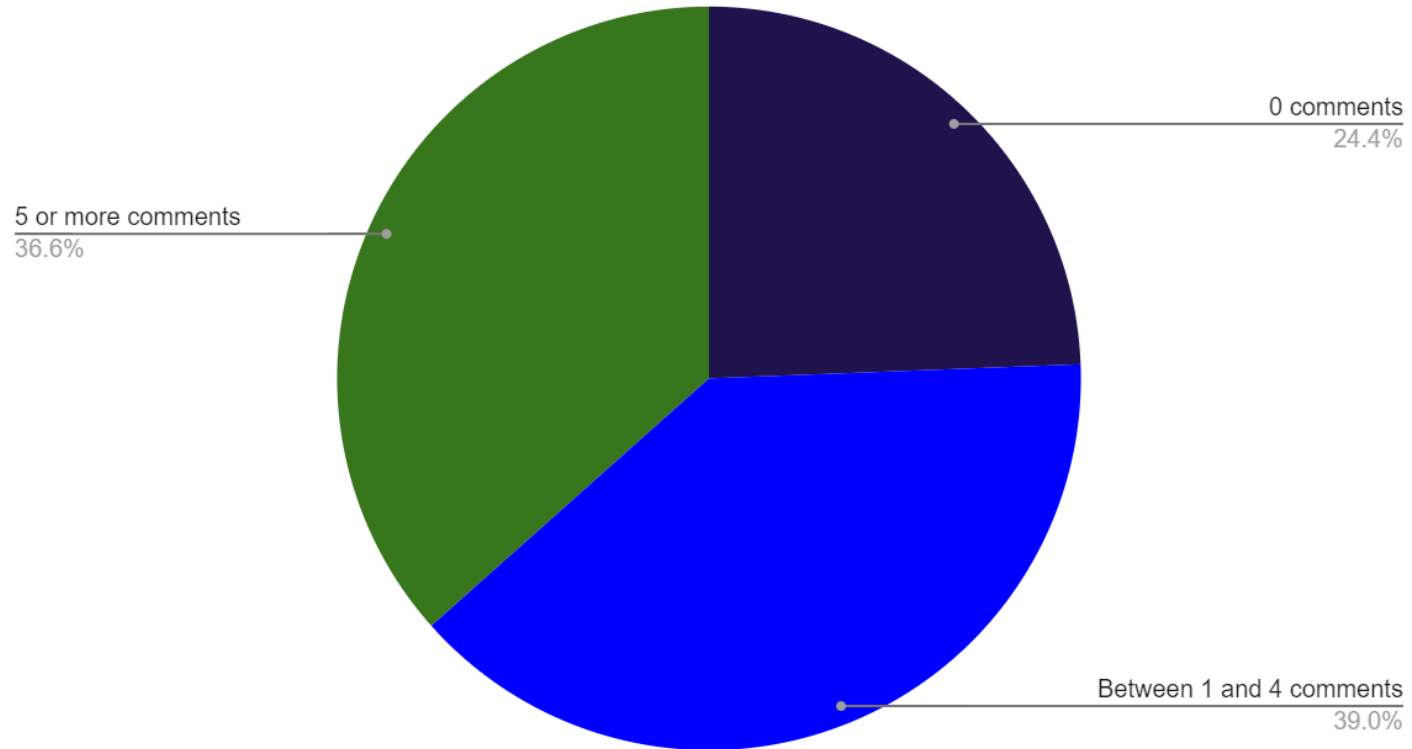
Unique Users: 41

Total Comments: 116

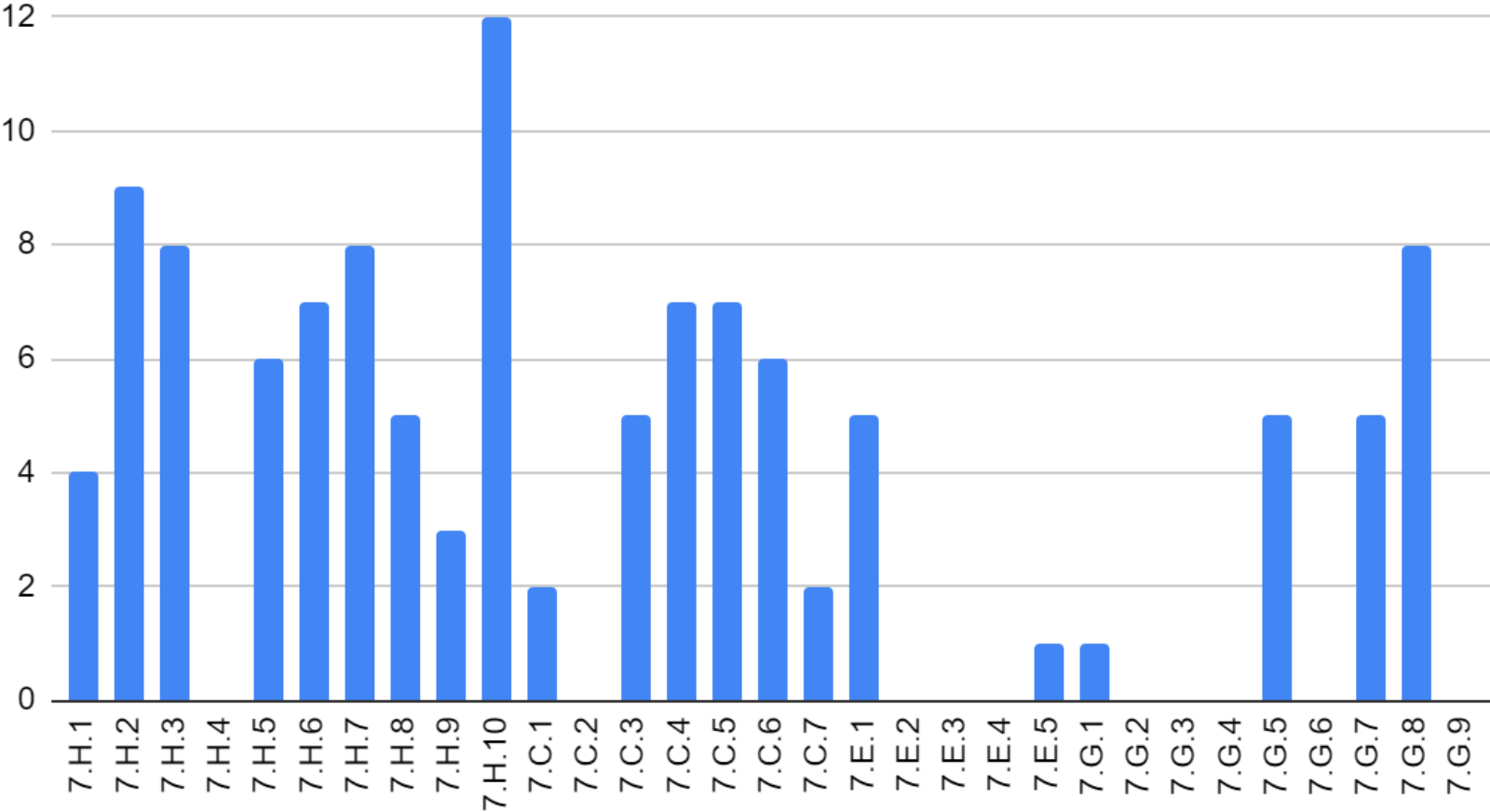
Unique Comments: 68

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

## Seventh Grade Standards



# Standards per Comment



**Breakdown by Standards**

<b>Standard</b>	<b>Text of Comment(s)</b>	<b>% of total comments submitted for Seventh Grade</b>
<p>7.H.1 Describe connections between ideas, events, and developments before 1789. Including but not limited to conflicts and compromises during the American Revolution; the Constitution and how it has evolved over time.</p>	<ol style="list-style-type: none"> <li>1. I think that all of the new standards suffer from the same problem that the last ones suffered from. I think they need to be more specific about what to teach! "Including but not limited to" is not very specific. I also think "that if we reduce the number of standards we teach and clarify each remaining standard for our teachers, we greatly increase the odds that teachers will actually teach them." - Mike Schmoker "As we've been seeing, reducing our standards to a realistic, "viable" amount invariably contributes to gains in achievement." - Marzano</li> <li>2. I am concerned about Louisiana History being eliminated as a stand alone course. I feel like it weakens the material as it is merged with American history. We have a far too unique history and culture for our future leaders to not fully know the entire story of Louisiana.</li> <li>3. I believe History should be left as is in our schools History is history and cant be changed</li> <li>4. The Constitution has not evolved over time. The principles have remained intact. 27 amendments have been made over 200 years. THat is a sound document that does not need to evolve.</li> </ol>	<p align="right">3.45%</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</p>	<ol style="list-style-type: none"> <li>1. We should be going back to before 1776 so that kids understand the reason this country was founded. Lgbtq issues should not be included in the curriculum at all.</li> <li>2. I have taught 7th grade American History for the past 7 years and my biggest issue is that there is way to much content and not enough time. American History for 7th grade should stop at westward expansion. 8th grade can pick up with tue causes of the Civil War and move into the war and reconstruction. I do like how 6th grade begin the story of the colonies but the content repeats itself in the 7th grade.</li> <li>3. Replace "Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and</li> </ol>	<p align="right">7.76%</p>

<p>Whiskey Rebellion, Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and reforms.</p>	<p>reforms." with "Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."*</p> <ol style="list-style-type: none"> <li>4. Replace with: "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."</li> <li>5. Please remove the crossed out words. -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."</li> <li>6. Please remove "Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and reforms." and then add "Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."*</li> <li>7. "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."*</li> <li>8. Delete: "Indian Removal Act, Fugitive Slave Act, Reconstruction Amendments and reforms." Add: "Jacksonian democracy, Texan independence, Manifest Destiny, and Reconstruction."*</li> <li>9. 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, Indian Removal Act, Fugitive Slave Act, Texan Independence, Manifest Destiny, Reconstruction Amendments and reforms.</li> </ol>	
<p>7.H.3 Analyze connections</p>	<ol style="list-style-type: none"> <li>1. I am excited about the change in progression of content taking the pressure off of</li> </ol>	<p>6.90%</p>

<p>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.</p>	<p>7th grade teachers. I am an instructional specialist for 5-8 SS, and my 7th grade teachers' volume of content they're currently responsible for is unrealistic.</p> <ol style="list-style-type: none"> <li>2. Regarding this standard, more clarification is necessary: Are the global events/developments only to be focused on Europe, or will they also be focused on other countries (e.g., South America, Asia, or even other states, such as Hawaii and Alaska, etc.)</li> <li>3. So in this section will the FACT that slavery has happened all over the world INCLUDING AFRICA TO THIS VERY DAY or will you be just painting America as the only place slavery took place????</li> <li>4. Inclusive of freedom in the context of slavery, such as maroons, Free People of Color, Freedmen's Bureaus, the underground railroad and resistance such as slave revolts and other forms of resistance Inclusive of Congo Square</li> <li>5. Replace with "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."*</li> <li>6. "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."*</li> <li>7. Delete: "the Civil War within the context of slavery and sectionalism; the French Revolution; the Haitian Revolution; the Napoleonic Wars and the War of 1812." Add: "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."*</li> <li>8. Analyze connections between events and developments in U.S. history from 1789</li> </ol>	
---	---	--

	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.4 Analyze foreign and domestic challenges faced by leaders from 1789 to 1877. Including but not limited to precedents set by Washington, Alien and Sedition Acts, Louisiana Purchase, War of 1812, and the Monroe Doctrine.		0.00%
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 Thomas Jefferson, Lewis and Clark, Andrew Jackson, Sitting Bull, Crazy Horse, Chief Joseph, Frederick Douglass, and other abolitionists.	<ol style="list-style-type: none"> <li>1. Replace with: "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies 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."*</li> <li>2. Replace with " "Explain the role and significance of political and military leaders and other individuals and groups in domestic and foreign affairs, conflicts, and policies 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."*</li> <li>3. reading excerpts for 7th grade are too difficult, also I think 7th grade curriculum, scope and sequence need to shortened.</li> </ol>	5.17%

	<ol style="list-style-type: none"> <li>4. "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."*</li> <li>5. Delete: "Sitting Bull, Crazy Horse, Chief Joseph" Add: "George Washington, Stephen Decatur, John Calhoun, 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. Delete: "and other abolitionists."*</li> <li>6. Very good item; recommend amplification 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, Andrew Jackson, James K. Polk, Sitting Bull, Crazy Horse, Chief Joseph, Frederick Douglass, Susan B. Anthony, Dorothea Dix, William Lloyd Garrison, Abraham Lincoln, Winfield Scott and Ulysses S. Grant.</li> </ol>	
<p>7.H.6 Analyze multiple factors that influenced the perspectives of individuals and groups from 1789 to 1877. Including but limited to the Indian Removal Act.</p>	<ol style="list-style-type: none"> <li>1. This standard should be taught without bias. Perspectives should be fair and balanced without a prejudice towards Europeans.</li> <li>2. This entire draft proposal is an amazing step forward for Louisiana. Integrating Louisiana History in all grades with allow educators to better help students understand the state's place in the larger context of U.S. and World History. In addition, bringing in the myriad of perspectives and effects on those who have been excluded from history will provide a richer learning environment for students. I applaud the efforts of the state and those involved in creating this and truly hope it is adopted regardless of the public or even educator outcries. It is the responsibility of the Dept of Education to create curriculum and standards based on</li> </ol>	<p>6.03%</p>

the full understanding of history rather than opinions of individuals who do not fully understand the rudimentary foundation of what history, historical thinking, and the historical process is. It is up to those who actually have the knowledge of those things to create a strong educational blueprint for students regardless of whether an individual who speaks out truly understand the complexities of the subject matter or if they think their google searches are actually the equivalent of historical knowledge.

3. Replace with: "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 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."\*
4. Great
5. Replace with "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 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."\*
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 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. Good item; recommend expansion 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 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.



<p>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.</p>	<ol style="list-style-type: none"> <li>1. This standards should be taught with historical accuracy. Bias towards one group, including Europeans, should not be permitted or encouraged.</li> <li>2. This standard is crucial for students to gain a holistic understanding of the events studied in seventh grade.</li> <li>3. 7.H.6, as emended in my comments elsewhere, provides coverage. Delete and do not replace.*</li> <li>4. Inclusive of folk life, skills and trades</li> <li>5. 7.H.6, as amended, provides coverage. Delete this standard and do not replace.*</li> <li>6. Delete and do not replace.</li> <li>7. 7.H.7. Delete the entire standard NOTE: 7.H.6, as emended, provides coverage. Delete and do not replace.*</li> <li>8. Very good item</li> </ol>	<p>6.90%</p>
<p>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, War of 1812, slave revolts, Industrial Revolution, social reform movements, westward expansion until 1860, Mexican-American War, Civil War, and Reconstruction until 1877.</p>	<ol style="list-style-type: none"> <li>1. Please hire teachers who are certified to teach</li> <li>2. Replace with: "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."*</li> <li>3. Replace with "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."*</li> <li>4. "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</li> </ol>	<p>4.31%</p>

	<p>War, the Civil War, and Reconstruction until 1877.”*</p> <p>5. 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, War of 1812, slave revolts, Industrial Revolution, social reform movements, westward expansion until 1860, Mexican-American War, The War of Texas Independence, the Civil War, and Reconstruction until 1877.</p>	
<p>7.H.9 Analyze the economic, political, and social influence on Louisiana in U.S. history and world history from 1789 to 1877 through major events. Including but not limited to the Louisiana Purchase, the War of 1812, the Civil War, and Reconstruction.</p>	<p>1. Historical and cultural perspectives regarding class, race, ethnicity, gender perspectives. Teach what happened. Do not teach interpretation of past events by political and social agendas present in today's society. Stick to the facts, not your reevaluation through a stilted lense of political correctness of today. Much of this depends on the books you use, and teaching Opinions is not what should happen in the classroom. Imperialist Vs. Indigenous groups, teach history, what actually happened. There are forces in the world which seek to destroy our nation with revisionist history. The books, the authors, the sources need to be examined . Teach history as it happened. Not through the stilted lense of people who hate our country.</p> <p>2. Including but not limited to the Haitian Revolution, Congo Square, the Pointe Coupee Conspiracy and the 1811 Slave Revolt, Inclusive of the Emancipation Proclamation and that the Emancipation Proclamation did not apply to Union territories, inclusive of certain jurisdictions in Louisiana, such as New Orleans and elsewhere that surrendered to the Union or was otherwise not part of the Confederacy, such as slave owning states that did not join the Confederacy. Inclusive of epidemics such as Yellow Fever and Francis Xavier Seelos, as well as other epidemics, Inclusive of Scrip, Sharecropping, the Plantation Store</p> <p>3. I think it is developmentally appropriate and makes a lot of sense to build this content on the foundations begun in the proposed 6th grade curriculum. I also agree with the idea of integrating the Louisiana-specific content in the broader context of US History.</p>	<p>2.59%</p>
<p>7.H.10 Analyze</p>	<p>1. Teaching of this standard should be without bias towards one particular group,</p>	<p>10.34%</p>

<p>perspectives, 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.</p>	<p>including Europeans. Perspectives and experiences should include first-hand accounts, when possible, of all impacted people.</p> <ol style="list-style-type: none"><li>2. While I can not only readily acknowledge racism and its abominable role in American history, critical race theory is not an appropriate tool for historical analysis. Understanding and analyzing history according to power structures, automatically categorizing those in power as evil and the disenfranchised as automatically virtuous is not only unhelpful, it is actually false. History is far more complicated than this. Teaching children to automatically distrust authority is also self-defeating in education - students will readily understand that teachers are to be distrusted by virtue of their authority. Moreover, critical theory (not just critical race theory) is set firmly against the liberal principles undergirding a fair and orderly democracy. Civil discourse is destroyed when certain groups are less deserving of a voice or less in human dignity. The central tenet of the "American experiment," however unfaithfully it has been upheld in the past, is the supremacy of ideals like "all men are created equal." CRT scholarship explicitly drives against that ideal. Do not subject my child - any child - to Gramsci's critical theories any any form, whether racial or otherwise.</li><li>3. Replace "perspectives" with "beliefs"</li><li>4. Breaking up Louisiana history into smaller, less cohesive, standards throughout years of learning may take away from the value of having Louisiana as a separate exclusive content taught to our young Louisiana citizens. As teachers and citizens, we must value our state history.</li><li>5. Including but not limited to Pierre Caliste Landry, First Black Mayor Elected in U.S. (Donaldsonville, LA) and his many other accomplishments, Josephine Decuir, Henriette Delille, Thomy Lafon, Inclusive but not limited to John McDonogh, slave owner and philanthropist Julien Poydras, slaveowner, John James Audubon, Etienne de Bore, Including but not limited to Norbert Rillieux and Rose Nicaud, Inclusive of the role of Julian Poydras in Louisiana becoming a state, Inclusive of Dr. John Lowery and Flint-Goodridge Hospital, Inclusive of Jean Lafitte's role as a privateer,</li></ol>	
---	--	--

human trafficker and role in the Battle of New Orleans, Inclusive of defining the various definitions of Creole, Inclusive of the cultural conflicts between the Creoles and the Americans in Louisiana, Inclusive of Dr. Ulysses Grant Dailey, Dr. Ernest Nestor Ezidore Dr. Feaster Dean, Dr. Watkins, Dr. Brazier and Thelma Wakefield, Inclusive of the use of English as Louisiana became Americanized and the continued attempts to not lose the French language and cultural identity into present day, Inclusive of Creole languag, Inclusive of Cane River Creoles and Creoles in Pointe Coupee Parish and other locations, Inclusive of Ursuline Nuns, Inclusive of the Treme area in New Orleans, St. Augustine Catholic Church and the Sisters of the Holy Family, Inclusive of St. Mary's Academy, New Orleans, Inclusive of Creoles in Slidell

6. No writing standards-How will writing be incorporated and accounted for
7. Change "perspectives" to "beliefs"
8. I would much rather have a list of what is supposed to be covered. "Including but not limited to" is very vague." I can choose to teach beyond the standard but I really would like to know what must be covered to meet the standards.
9. "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. Pinchback."\*
10. additional recommendation - analyze the effects on the nation of the Louisiana Purchase. Analyze causes and effect of the US Civil War and the Period of Reconstruction in LA.
11. Replace "perspectives" with "beliefs". Add "Including but not limited to William C. C. Claiborne, Jean Lafitte, Oscar Dunn and P.B.S. Pinchback."\*
12. 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. Pinchback. Explain the need for and establishment of Historically Black Colleges and Universities (HBCUs) in the United States, including, but not limited to analysis of universities such as Cheney

	<p>University, the Ashmun Institute, Lincoln University and Wilberforce University. Analyze the effects on the nation of the Louisiana Purchase. Include discussion on the Neutral Strip and how parts of Louisiana developed in distinct and diverse fashions." Analyze the causes and effects of the US Civil War and the Period of Reconstruction in Louisiana, including events such as the Massacres at Opelousas and Colfax, the battles at Mansfield and other parts of the State.</p>	
<p>7.C.1 Describe the origins and foundational principles of the U.S. government, with reference to the Mayflower Compact, Enlightenment philosophies, Articles of Confederation, Constitutional Convention, Federalist Papers, and other founding documents.</p>	<ol style="list-style-type: none"> <li>1. There seems to be a concerted, deliberate effort to exclude the contribution that white males had, and continue to have on the development of civilization and to the continued efforts to bring third world cultures into a civilized state.</li> <li>2. Excellent Item!</li> </ol>	<p>1.72%</p>
<p>7.C.2 Describe the structure and processes of the U.S. government as outlined in the U.S. Constitution. Including but not limited to the branches of government, how a bill becomes a law, the amendment process, and federalism.</p>		<p>0.00%</p>

<p>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.</p>	<ol style="list-style-type: none"> <li>1. Replace with: "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."*</li> <li>2. Replace with "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."*</li> <li>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."*</li> <li>4. Delete: "and" (the Monroe Doctrine) Add: "and James K. Polk's acquisition of the western third of the continental United States."</li> <li>5. 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*</li> </ol>	<p>4.31%</p>
<p>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 women's rights movement of the</p>	<ol style="list-style-type: none"> <li>1. "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."*</li> <li>2. Civic virtues, democratic principles, and other general terms should be replaced by specific terms referring to western civilization, American history, and the documents and ideals that come from those (the Mayflower Compact, the Declaration of Independence, the Constitution, justice, due process, individual rights, etc.) Remove general references to community, governments, people, and</li> </ol>	<p>6.03%</p>

<p>nineteenth century, the abolitionist movement.</p>	<p>replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc. KEEP CRT OUT OF SCHOOL if not I am pulling my child out of your schools!!</p> <ol style="list-style-type: none"> <li>3. If you don't provide an ACCURATE assessment guide &amp; practice test, none of this matters.</li> <li>4. Replace with "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."*</li> <li>5. "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."*</li> <li>6. Add: (Second Great Awakening,) "the temperance movement, Sunday Schools, foreign missions, prison reform, school reform, mental asylums, orphanages, foster care," (the women's rights.....movement,) "Civil War nursing, and veterans' pensions."</li> <li>7. 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.*</li> </ol>	
<p>7.C.5 Analyze the expansion and restriction</p>	<ol style="list-style-type: none"> <li>1. This must be taught fairly and accurately. A close look at the equity of rights is key to understanding our current climate. The restrictions placed on groups during this</li> </ol>	<p>6.03%</p>

<p>of citizenship, rights, and political power on diverse groups in the United States of America from 1789 to 1877.</p>	<p>time period should not be ignored.</p> <ol style="list-style-type: none"> <li>2. Replace with: "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."*</li> <li>3. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.</li> <li>4. Replace with ""Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."*</li> <li>5. "Analyze the different movements to expand and restrict citizenship, rights, and political power in the United States of America from 1789 to 1877."*</li> <li>6. Delete: "expansion and restriction of" Add: "different movements to expand and restrict" Delete: "diverse groups"*</li> <li>7. There were groups whose rights were not fully disseminated to that might not be considered "diverse." Recommend include a broad perspective Analyze different movements to expand and restrict citizenship, rights, and political power on diverse and majority groups in the United States of America from 1789 to 1877.</li> </ol>	
<p>7.C.6 Evaluate the social, political, and economic changes that have influenced 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. Sandford, Thirteenth, Fourteenth, and Fifteenth</p>	<ol style="list-style-type: none"> <li>1. Replace "influenced" with "affected"*</li> <li>2. Replace with ""Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789 to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sanford, Thirteenth, Fourteenth, and Fifteenth Amendments."*</li> <li>3. The case is Dred Scott v. Sandford not "Sanford"</li> <li>4. "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."*</li> <li>5. Delete: "influenced" Add: "affected"*</li> <li>6. Evaluate the social, political, and economic changes that have affected the interpretation and application of the Constitution and evolution of law from 1789</li> </ol>	<p>5.17%</p>



Amendments.	to 1877. Including but not limited to the Bill of Rights, Marbury v. Madison, Dred Scott v. Sandford, Thirteenth, Fourteenth, and Fifteenth Amendments.”*	
7.C.7 Evaluate the foundation, function, and powers of Louisiana’s Constitutions from 1812 to 1877, and explain how and why the Louisiana Constitution has changed or remained the same over time. Including but not limited to the Napoleonic Code, Siete Partidas, and the Black Codes.	<ol style="list-style-type: none"> <li>1. What is involved with evaluating the foundation, function, powers, etc.? Will these standards be organized in similar way to the current Companion Document where the standards are listed on the left and the "priority content and concepts" are described?</li> <li>2. Analyze the Constitutional Convention of 1787 and how the states worked through various aspects of the original document, including, but not limited to the Bill of Rights, the 3/5 Compromise and the impact of faith and the three days of prayer in the middle of the Convention. Review the campaigns, service and heroism of American servicemen of minority descent and their contributions to maintaining the freedom of the United States. Including but not limited to the War of 1812, the Mexican/American War, the Civil War and the Indian Wars</li> </ol>	1.72%
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 and interchangeable parts.	<ol style="list-style-type: none"> <li>1. Replace with: “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.*</li> <li>2. Replace with “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.*</li> <li>3. “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.”*</li> <li>4. Delete: "mass production" Add: "the cotton gin, factories, the telegraph, farm</li> </ol>	4.31%

	<p>machinery, anesthesia,"*</p> <p>5. 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>7.E.2 Compare and contrast the effects of economic development, including interdependence, in the northern and southern regions of the United States of America before 1850.</p>		0.00%
<p>7.E.3 Evaluate the influence of various factors that have affected the U.S. economy from 1789 to 1877. Including but not limited to Hamilton's economic plan, The First and Second Bank of the United States, the role of money and banking, taxation, the role of slavery, and sharecropping in the development of the economy.</p>		0.00%

<p>7.E.4 Analyze the economic relationship, including interdependence and trade, between the United States of America and foreign nations in the period 1789 to 1877.</p>		<p>0.00%</p>
<p>7.E.5 Analyze how various factors influenced the economic development, growth, and interdependence of Louisiana from 1789 to 1877. Including but not limited to the Mississippi River, slavery, demand for cotton and sugar, and blockades during the Civil War.</p>	<p>1. Inclusive of the Persac Map of 1858 which shows the scope of plantations along the Mississippi River from New Orleans to Natchez, MS</p>	<p>0.86%</p>
<p>7.G.1 Create and use geographic representations to analyze the environmental, cultural, and political changes in the United States of America from 1789 to 1877. Including but not limited to westward expansion, and</p>	<p>1. Is this a key concept</p>	<p>0.86%</p>

time zones of North America.		
7.G.2 Identify the location and spatial organization of the United States of America on a world and regional map. Including but not limited to locations of states in the United States including Louisiana.		0.00%
7.G.3 Use maps to identify the absolute location, latitude and longitude, of places in the United States of America and the world.		0.00%
7.G.4 Describe the physical and environmental characteristics of places and regions in the United States of America from 1789 to 1877 and explain how these affected people who lived here.		0.00%
7.G.5 Analyze how natural resources and economic incentives influenced how people interacted with their environments in the	<ol style="list-style-type: none"> <li>1. Replace "influenced" with "affected"*</li> <li>2. Replace "influenced" with "affected". Add "Including but not limited to gold rushes, and the Homestead Act."*</li> <li>3. "Analyze how natural resources and economic incentives affected how people interacted with their environments in the United States of America from 1789 to</li> </ol>	4.31%

<p>United States of America from 1789 to 1877. Including but not limited to gold rushes, and the Homestead Act.</p>	<p>1877. Including but not limited to gold rushes, and the Homestead Act.”*  4. Delete: "influenced" Add: "affected"*  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.6 Analyze the effects of advancements in technology on the physical environment in places and regions over time in the period 1789 to 1877. Including but not limited to the transcontinental railroad, and steamboats.</p>		<p>0.00%</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, canals, and Manifest Destiny.</p>	<ol style="list-style-type: none"> <li>1. Replace with: “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.”*</li> <li>2. Alter the second sentence to read "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.”</li> <li>3. “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.”*</li> <li>4. Add: (telegraph, roads,) "and" Delete: "and Manifest Destiny."*</li> <li>5. 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.*</li> </ol>	<p>4.31%</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 economic opportunities, and the forced displacement of American Indians.</p>	<ol style="list-style-type: none"> <li>1. Replace with: “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.”*</li> <li>2. 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.*</li> <li>3. “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.”*</li> <li>4. “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.” *</li> <li>5. 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.*</li> <li>6. Revise as follows: “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</li> </ol>	<p>6.90%</p>
---	--	--------------

	<p>displacement of American Indians.” *</p> <p>7. Please change to “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>8. Add: (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...)*</p> <p>9. 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>7.G.9 Analyze the influence of Louisiana's geography, including the Mississippi River, on major events. Including but not limited to the War of 1812, and the Civil War.</p>		<p>0.00%</p>
<p><b>Totals</b></p>	<p>116</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		