

Sixth Grade

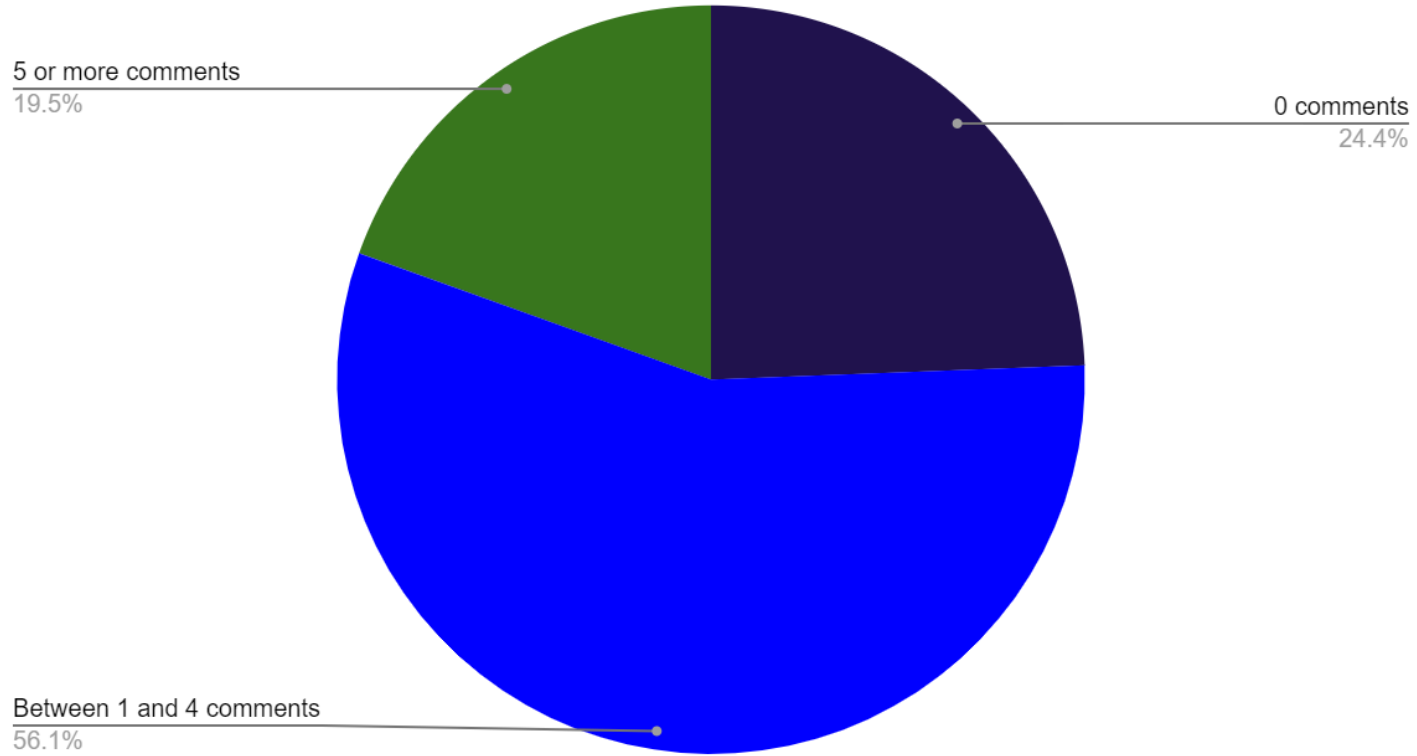
Unique Users: 42

Total Comments: 88

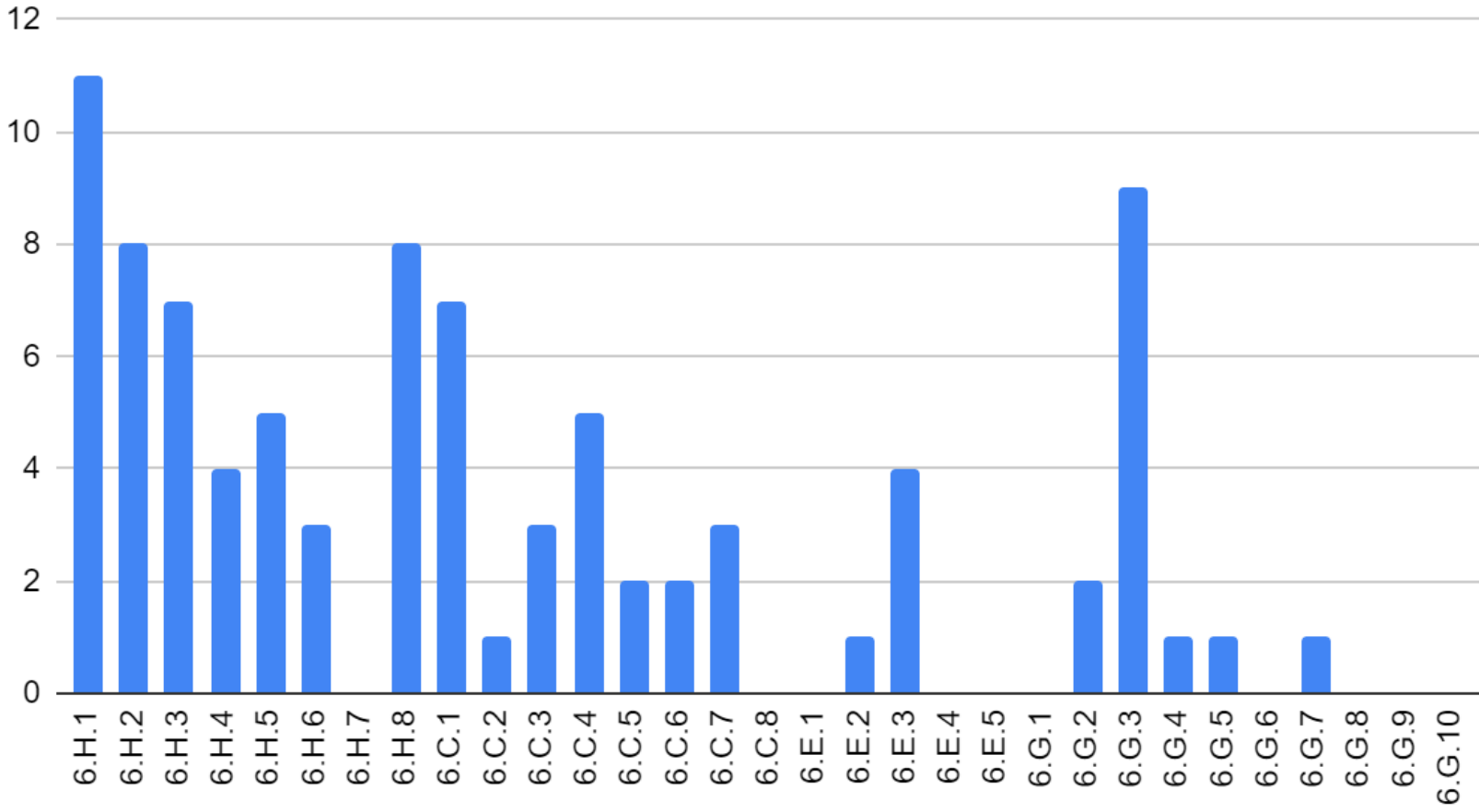
Unique Comments: 68

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

Sixth Grade Standards



Comments per Standard



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for Sixth Grade
<p>6.H.1 Explain ideas and events in the history of North America and the United States of America from 1580 to 1791 and how they progressed, changed, or remained the same over time. Including but not limited to the colonization of North America and early European settlements such as Jamestown and the American Revolution.</p>	<ol style="list-style-type: none"> 1. The following comment is TRUE for the ENTIRE DRAFT, the phrase "included but not limited to" is too general. These standards need to be SPECIFIC and EXACT. They need to CLEARLY STATE what information the student is expected to master. The vagueness of the standards leaves an enormous range for potential error. There should never be a question as to what a student is expected to know in each grade level. This does a disservice to teachers, administrators, supervisors, but ESPECIALLY STUDENTS. 2. I feel that splitting up the U.S. History curriculum between 6th and 7th grades is a great idea. This will provide a great continuum between one grade and the next in content leaning. 3. I support the new updated standards. I feel strongly that my 6th child should understand the facts of what happened. I don't want him to "feel good" about US History. I want him to see the facts about power, suppression, slavery, and capital. Please stop this ridiculous fight over the buzz phrase "critical race theory," which is just a trigger phrase to rile up a certain group. 4. None 5. There are few rigorous standards that are at the top of Bloom's Taxonomy and there are no writing standards. 6. I would like to know why the 6th-8th grade standards are being changed to teach only US History. I'd also like to know which Historians put this draft together. Is there no value in learning about the Ancient World? Did the Greeks and Romans give us nothing important? Our Founding Fathers seemed to think the Roman Republic was pretty influential. And where did Louisiana History and Louisiana Civics go? Students in Louisiana get very little education about our own state and this would essentially get rid of Louisiana History. As a History teacher, I find this 	<p align="right">12.50%</p>

new set of standards lacking in diversity, subpar to the current standards, and made to only bore the next generation of students. I have only commented on one of the standards 6.H.1 because that is the way this form was set up, however, please note that I wish my comment to apply to the entire 6th-8th grade standards. I feel that this was most likely done to discourage comments. I know the Louisiana public wouldn't be pleased to hear that their children are going to take 3 years of segmented U.S. History from 6-8th grade.

7. These standard have NOTHING to do with social studies! All this is doing is grooming them to be able to take the LEAP test! You have HANDICAPPED teachers by forcing them to teach this crap! The kids should be learning social studies, not analyzing literature so the state can say "Look at our LEAP scores", which mean absolutely NOTHING when these kids get out in the real world. The crap that is being taught now is not helping them have a good understanding of social studies. They have NO idea about anything history and are forced to do work on computers. Teachers cannot teach, they are forced to teach literature analysis and put the kids on chromebooks so they will be ready for the LEAP test. All this is doing is making the state try to look good when in reality we are sending out uneducated children into the world with no math, social studies, grammar or english skills. Great job Louisiana!
8. I am ecatatic that the curriculum is changing. Not a fan of Ancient Civilization
9. I am so excited about the changes! This will allow us to delve deeper into concepts.
10. Tell the truth & don't slant history for a liberal indoctrination.
11. 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)

<p>6.H.2 Analyze connections between events and developments in U.S. history from 1580 to 1791 and with global historical events and developments. 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.</p>	<ol style="list-style-type: none"> 1. This standards should be presented without prejudice towards colonizers and settlement of the region. The focus should not only be on the positive effects but also the negative impacts, as well. 2. Replace with: "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."** 3. 6th Grade 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. 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 	<p>9.09%</p>
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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.”*

4. Please revise to: 6th Grade 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. 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.”*

5. “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. Replace with “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.”*

	<ol style="list-style-type: none"> 7. This standard will be helpful in helping students understand how events in Europe influenced economic and political decisions in North American colonies. 8. Other examples could be the impact of the American Revolution and the proliferation of the notion of government that is subservient to the people, vice the model from all of history. Also analysis of the ensuing declines of the British and French empires after the US Revolution. Recommend change to: Analyze connections between events and developments in U.S. history from 1580 to 1791 and with global historical events and developments. 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, and the US model of self-determination and individual liberty. 	
<p>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</p>	<ol style="list-style-type: none"> 1. This standards should be presented without prejudice towards colonizers and settlement of the region. The focus should not only be on the positive effects but also the negative impacts, as well. The causes of conflicts should be presented accurately and without bias. 2. Replace with: "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."* 3. Delete and change to: "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 	<p style="text-align: right;">7.95%</p>

America before and after the American Revolution.

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."*

4. If this standard focuses on conflict and compromise that occurred in North America, then the African societies before and after the transatlantic slave trade does not fit into this standard. While the transatlantic slave trade - which America contributed to - did impact African societies, the standard focuses on how these world events impacted North America, not Africa. This detail belongs in World History.*
5. Replace with "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. 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."*
7. 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. Including but not limited to the First Great Awakening, the French and Indian War, the Declaration of Independence and the American Revolution.	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. Delete and change to: "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."* 3. Remove "Analyze multiple factors that influenced the perspectives of individuals and groups from 1580 to 1791." and Replace with "Explain how different Americans interpreted select historical events in different ways from 1580 to 1791."* 4. Very good item, especially the inclusion of the Great Awakening 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. 	4.55%
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	<ol style="list-style-type: none"> 1. The experiences of all groups should be presented with historic accuracy and without bias towards any one group. 2. 6.H.4, as emended in my comments elsewhere, provides coverage. Delete and do not replace.* 3. Delete and do not replace. 4. 6.H.4, as emended, provides coverage. Delete 6.H.5 and do not replace.* 5. VERY GOOD ITEM. Recommend modifying/expanding slightly Analyze the 	5.68%

<p>1580 to 1791. Including but not limited to women, Indigenous people, free and enslaved people, immigrant groups, and religious groups.</p>	<p>contributions and experiences of and limitations on all relevant 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, religious groups and settlers/colonizers.</p>	
<p>6.H.6 Explain the causes and effects of events and developments from 1580 to 1791. Including but not limited to colonization, the French and Indian War, American Revolution, founding documents of the United States of America, the First and Second Continental Congress, and the U.S. Constitution.</p>	<ol style="list-style-type: none"> 1. This standards should be presented without prejudice towards colonizers and settlement of the region. The focus should not only be on the positive effects but also the negative impacts, as well. Accurately presenting the perspectives of all groups involved is essential. This standard should be presented without bias towards one group, and the effects of events and developments should not only focus on positive results. 2. I dont believe critical race theory should be taught! 3. Good item ADDITION RECOMMENDATION: Review the locations and origins of the anti-slavery movement in the west. To include but not limited to the Haitian Revolution of 1791, John Newton, the British Slave Trade Act in 1807, and Andrew Jackson's speech to black soldiers during the War of 1812. 	<p>3.41%</p>
<p>6.H.7 Analyze the economic, political, and social influence of Louisiana in U.S. history and world history from 1580 to 1791 through major events. Including but not limited to the exploration and colonization of the Louisiana territory, and the</p>		<p>0.00%</p>

French and Indian War.		
<p>6.H.8 Analyze perspectives, 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.</p>	<ol style="list-style-type: none"> 1. The perspectives and experiences of native groups and enslaved groups should not be minimized. Bias towards one perspective has not place in the teaching of accurate history. 2. Including diverse range of perspectives in social studies education is critical to having an accurate understanding of our country's history and applying our past to our present. Leaving out these voices doesn't mean that they weren't important, it just means we choose to ignore them. The folks crying "CRT is bad" clearly have not read these standards, and were themselves failed by the former Louisiana social studies curriculum for not being able to accurately analyze and vet sources. 3. Replace with: "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 Gálvez."* 4. Inclusive of the travels of Bienville and Iberville, such as Pointe Coupee, Bayou Manchac, Lake Pontchartrain, Bayou St. John, etc. Inclusive of different ways of celebrating Mardi Gras, such as Courir de Mardi Gras 5. "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 Gálvez."* 6. 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 Gálvez."* 7. this is literally duplicating 6h5 just adding more groups to the list. I'm Scottish we migrated to the US and Louisiana in droves after the Bonnie Prince Charlie Rebellion - do we include that too? If someone went through these period by period and noted what is missing they would be alarmed. 	<p>9.09%</p>

	<p>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>	
<p>6.C.1 Describe the origins and foundational principles of the U.S. government, with reference to the Mayflower Compact, Enlightenment philosophy, Articles of Confederation, Constitutional Convention, Federalist Papers, and other founding documents.</p>	<ol style="list-style-type: none"> 1. One of the reoccurring issues with social studies standards is that they are too broad and therefore difficult to appropriately address. I would like to know more specifically what are the foundational principles of American democracy. I would also like to think the Magna Carta is of great importance as well as the Roman Republic. 2. 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. 3. Will 6th grade students, who are 10-11 years old, be capable of the inquiry process of the principles of the Constitution at the depth and rigor that it is owed? 4. 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. 5. This change seems developmentally appropriate, and I like the transition to a more linear approach to social studies education, although I have very serious concerns about teaching foundational concepts of world history to students at younger grade levels than 6th. 	<p>7.95%</p>

6. - In my opinion there is an over-emphasis on teaching college-level economic concepts to elementary students (K-2). Opportunity cost, laws of supply and demand, factors of production, etc. - I think teaching the students world history in elementary will be exciting and engaging for the students. For ex: students will now learn about ancient civilizations in 4th grade instead of the the Great Migration and the Dust Bowl. I think this content works well with the age group. - U.S. history will now start in 6th grade, which was previously World History. World history is a subject tailor-made for 6th grade students, especially boys (Egypt, Pharaohs, Athens, Sparta, African Kingdoms, etc.). I believe 6th grade students will struggle with many of the primary source, colonial era documents that are used in the teaching of these standards: American Revolution, Articles of Confederation, Constitution, Washington's farewell address, etc. There is a 6th grade standard about the Federalist papers, for example (6.C.1). These texts are common in AP U.S. history courses. - It is going to be challenging for 6th and 7th grade to teachers to teach both United States history and the very state-specific history of Louisiana at the same time. They are tasked with not just British colonization, the French and Indian War, the Declaration of Independence, the American Revolution, 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 – but also the very specific story of Louisiana, French and Spanish slavery, Bienville, and colonial Louisiana (just to name a few). - I appreciate the comprehensiveness of the new 8th grade standards, which will now start at the end of Reconstruction and end around 1975. Previously there was a lot of overlap between what students had already learned in previous years in American history. 8th grade was always an outlier (since it was purely LA history) and now it fits neatly in the arc of United States history which will now be covered in 6th, 7th, and 8th grade. I did comment that I wished to see the curriculum start with the end of the Civil War and the beginning of Reconstruction in 1865, as the proposed standards start at the “end” of Reconstruction in 1877. I have three

	<p>reasons for this: a) Reconstruction is criminally under taught in relation to its impact on our past, present, and future. This is in large part due to its complex and nuanced racial overtures. It is not an easy “story” to teach nor does it have a happy ending. I think it is much more appropriate for 8th graders to learn about than 7th.</p> <p>b) Reconstruction is the final unit taught in 7th grade, which inevitably gets tacked on at the end of the year and is not taught with due diligence. It is too important to be relegated to May. c) 8th grade covers the Civil Rights movement, which in many ways was the Second Reconstruction. It makes sense to bookend the year with conversations re: the 14th amendment and what citizenship means. - I believe it is a mistake for a student to go through three years of middle school (6-8) without any mention of world history, save for the global events in which America participated (like the Louisiana Purchase, WWII, etc.) To have an adolescent go through three years of American history without any mention of World history distorts their view of the global contributions to history and frames their learning through the perspective of, “How has this affected America?”</p> <p>7. EXCELLENT ITEM</p>	
<p>6.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>1. I am excited to see more emphasis on US History. We should be reinforcing US History throughout all course which I am happy to see the new standards address. However, I do believe that some concepts such as federalism and influences on federalism may be a bit difficult for 6th grade. The benefit of having World History as a 6th grade course was that there are limited primary resources for students to evaluate which provides the perfect introduction into how to analyze primary sources. US History is inundated with primary sources, some of which are somewhat difficult to read. Therefore, there would need to be a solid foundation and emphasis placed on younger grades on how to evaluate primary sources so students are ready to tackle these more difficult sources once they reach 6th-8th grade.</p>	<p>1.14%</p>
<p>6.C.3 Analyze foreign policies of the North</p>	<p>1. Replace "Indigenous groups" with "Indian tribes" 2. “Analyze foreign policies of the North American colonies and the U.S. government</p>	<p>3.41%</p>

<p>American colonies and the U.S. government with other nations and countries. Including but not limited to Britain, Spain, France, and various Indigenous groups.</p>	<p>with other nations and countries. Including but not limited to Britain, Spain, France, and various Indian tribes.”</p> <p>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, Indian Tribes and other, relevant Indigenous groups.</p>	
<p>6.C.4 Describe the different systems of government. Including but not limited to monarchy, federal, confederate, representative democracy, tribal</p>	<ol style="list-style-type: none"> 1. Replace with: “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”* 2. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and tribal.”* 3. Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary representative, direct, and tribal.* 4. “Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, and, tribal.”* 5. Describe the different systems of government. Including but not limited to monarchy, republic, federal, confederate, unitary, representative, direct, democracy, and tribal. The United States is a representative republic, not a representative democracy. 	<p>5.68%</p>
<p>6.C.5 Explain the roles, rights, responsibilities, and requirements of citizenship in the United States of America from 1789 to 1791.</p>	<ol style="list-style-type: none"> 1. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 2. 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. 	<p>2.27%</p>

<p>6.C.6 Explain how principles of inalienable rights and consent of the governed in the Declaration of Independence became unifying ideas of American democracy including life, liberty, and the pursuit of happiness.</p>	<ol style="list-style-type: none"> 1. As a whole the standard revisions look amazing! I am excited to incorporate World and Louisiana History into all grade levels instead of teaching them separately. This is a positive step for social studies education in Louisiana. 2. Glad 6th grade is following 5th grade 	<p>2.27%</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 democratic principles. Including but not limited to checks and balances, rule of law, private property rights, frequent and free elections in a representative government, and federalism.</p>	<ol style="list-style-type: none"> 1. Replace with: “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.”* 2. “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.”* 3. Recommend change to: Explain debates that took place in the framing and ratification of the U.S. Constitution and the role of civic and democratic principles. Including but not limited to checks and balances, rule of law, private property rights, individual liberties, frequent and free elections in a representative government, and federalism. Individual liberties are also very important. Great item, otherwise, especially the introduction of federalism 	<p>3.41%</p>
<p>6.C.8 Analyze Spanish and French influences on the colonial governments of</p>		<p>0.00%</p>

<p>Louisiana. Including but not limited to the Code Noir, and the Superior Council.</p>		
<p>6.E.1 Describe patterns of change and continuity in the development of economic systems in British North America. Including but not limited to the role of mercantilism in the growth of agriculture, early industry, shipping and trade, and slavery in the British colonies.</p>		<p>0.00%</p>
<p>6.E.2 Describe the effect war had on local, national, and global economies from 1580 to 1791. Including but not limited to the effects of the American Revolution on the Thirteen Colonies and Great Britain.</p>	<p>1. What are the effects that should be mentioned specifically?</p>	<p>1.14%</p>
<p>6.E.3 Describe how property rights are defined, protected, enforced, and limited by</p>	<p>1. I think think this should be more specific and include the 5th and 14th amendment as well as events under before the development of the US government that led to these rights such as british soldiers staying in people's homes. 2. "Describe how property rights are defined, protected, and enforced by the</p>	<p>4.55%</p>

the government.	<p>government.”*</p> <p>3. “Describe how property rights are defined, protected AND enforced, by the government.”*</p> <p>4. REMOVE "limited". Describe how property rights are defined, protected, and enforced by the government.*</p>	
6.E.4 Explain how economic interdependence, specialization, and trade developed between regions of colonial North America and with foreign countries from 1580 to 1791.		0.00%
6.E.5 Explain the development of the colonial Louisiana economy from 1580 to 1791. Including but not limited to agriculture, slavery, imports and exports, the Mississippi Bubble, the Port of New Orleans, and the Mississippi River.		0.00%
6.G.1 Create and use geographic representations to analyze		0.00%

<p>the environmental, cultural, and political changes in North America from 1580 to 1791. Including but not limited to the boundaries of the Thirteen colonies.</p>		
<p>6.G.2 Use maps to identify the absolute location, latitude, and longitude, of places in North America and the world. Including but not limited to the absolute location of New Orleans and the Louisiana territory.</p>	<ol style="list-style-type: none"> 1. There is a substantial gap of 4 years between this standard and 2.G.4 in which students are expected to know the RELATIVE location of the United States. It seems that there should be a better continuation of this skill/standard between these grade levels where students progressively locate the United States with more specificity each year. There are too many students who already struggle with map/location based skills, and leaving this gap in the standards could result in a further problem in this area. 2. My daughter is in 6th grade and still does not know the difference between a state, city, or country! I don't understand how the kids today are not taught this. 	<p>2.27%</p>
<p>6.G.3 Analyze how people or groups of people affected, modified, or adapted to the environment of North America from 1580 to 1791.</p>	<ol style="list-style-type: none"> 1. What are some specific examples of how people have impacted the environment? I feel like if there were several specific instances mentioned over time students and teachers could more clearly make connections. 2. Replace "people" with "individuals"* 3. Change "Analyze how people" to "Analyze how individuals"* 4. Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791 5. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791." 6. "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791." 7. Revise as follows: "Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791."* 	<p>10.23%</p>

	<p>8. Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791.*</p> <p>9. Delete: "people" Add: "individuals"*</p> <p>10. Analyze how individuals or groups of people affected, modified, or adapted to the environment of North America from 1600 to 1791*</p>	
6.G.4 Explain how migration, settlement, and changes in population distribution affected changes in land use and natural resource use in British colonial America.	1. Please do not extend critical race practice into the child's education.	1.14%
6.G.5 Explain how the geography of North America affected the development of American Indian settlements and colonial settlements.	1. I feel like this needs to include specific geographical features to discuss such as the Mississippi river and the Appalachian mountains. It needs to include specifics like how silt and fertile land and trade are connected to rivers and how mountains separate people and cultures	1.14%
6.G.6 Analyze how and why cultural characteristics diffuse as a result of migration and settlement.		0.00%
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	1. I feel like this should be reworded to push and pull factors of migration and be included across grades so that it is a reoccurring terminology students see. I also feel like included in this should be something about how geography is connected to economics/natural resources.	1.14%

persecution, and economic opportunities.		
6.G.8 Explain the importance of Louisiana's waterways, including the Mississippi River, as it relates to the development of American Indian settlements and colonial settlements in the Louisiana Territory.		0.00%
6.G.9 Analyze how physical features, natural resources, and environmental changes affected Louisiana and its inhabitants from 1580 to 1791.		0.00%
6.G.10 Analyze push and pull factors for migration and settlement patterns of Louisiana's inhabitants.		0.00%
Totals	88	100.00%
*Duplicate comments counted as one unique comment.		