

# Social Studies Skills and Practices

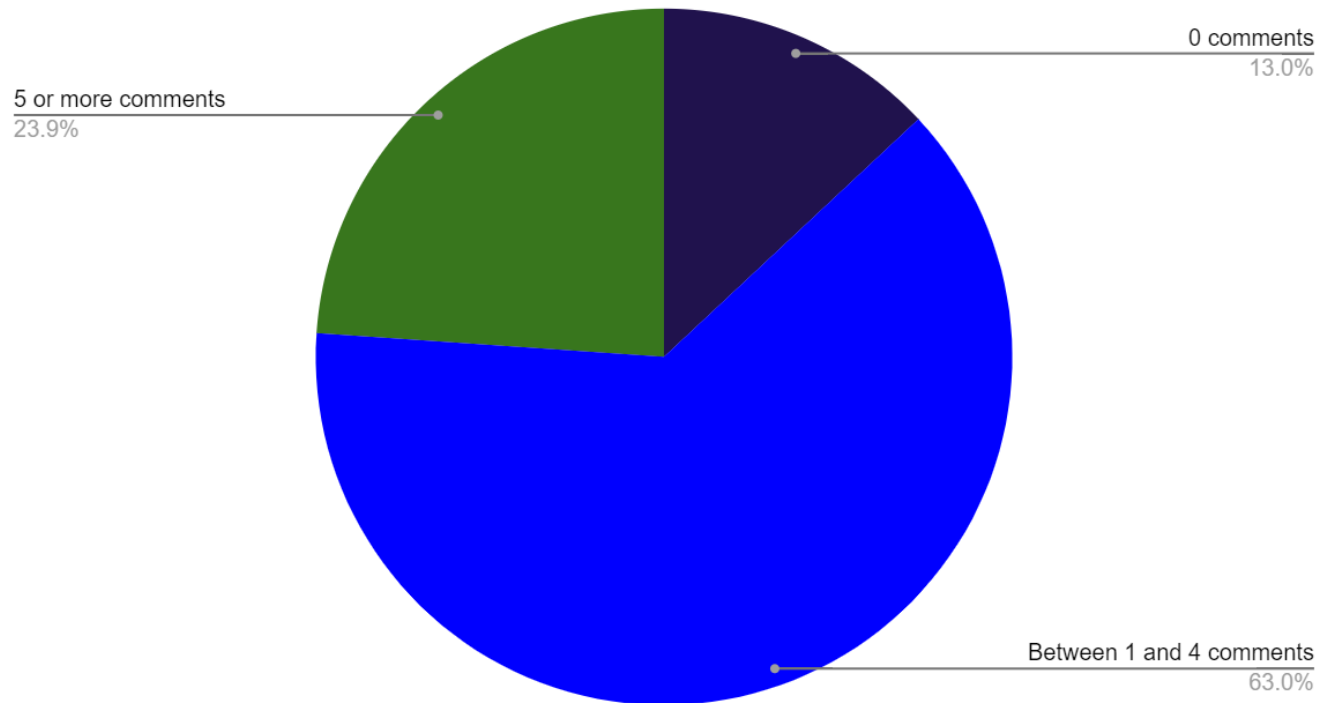
Unique Users: 54

Total Comments: 121

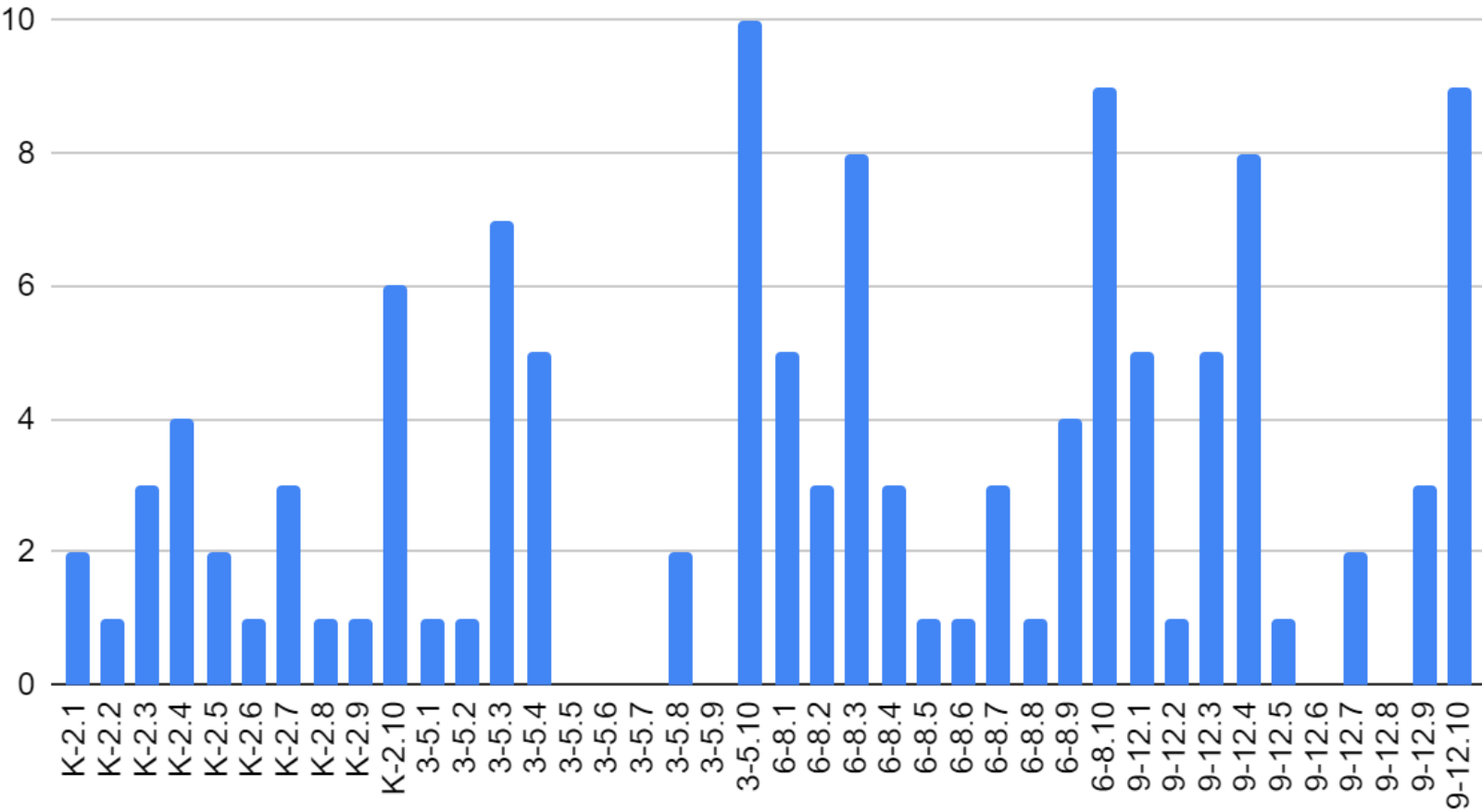
Unique Comments: 108

Number of Unique Users Who Submitted More than 1 comment: 18

## Skills and Practices



# Comments per Standard



**Breakdown by Standards**

<b>Standard</b>	<b>Text of Comment(s)</b>	<b>% of total comments submitted for Social Studies Analysis Skills and Practices</b>
K-2.1 Explain how a question is important to a topic or issue in social studies.	<ol style="list-style-type: none"> <li>1. It is important when traching yung Children because they learn more at a young age than they do at the older levels of school.</li> <li>2. The Inquiry Method with Compelling Questions needs to be removed from the curriculum. Teachers need to teach facts of history before we "lead" students to question facts.</li> </ol>	1.64%
K-2.2 Determine what supporting questions are needed to answer a compelling question in social studies.	<ol style="list-style-type: none"> <li>1. The Inquiry standard is completely inappropriate and is going to guide the entire framework towards action civics even if not completed outside the classroom. It needs to be removed. A questions belongs after learning the knowledge not before, it should not be used to frame the study but should be used to analyze the content that you have learned. It is a developmentally inappropriate task for K-2. Further, Compelling questions and Supporting questions are directly from the C3 and Action Civics modality and framework and should be removed from all grades of the standard.</li> </ol>	0.82%
K-2.3 Determine what resources would be relevant to answer compelling or supporting questions.	<ol style="list-style-type: none"> <li>1. 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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.*</li> </ol>	2.46%

	<ol style="list-style-type: none"> <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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.*</li> <li>3. Remove "compelling questions"; the term is too subjective and leads to a broad interpretation by the teacher; replace with "objective questions."</li> </ol>	
K-2.4 Describe how the presence or absence of evidence affects interpretations.	<ol style="list-style-type: none"> <li>1. Replace "affects" with "may affect"*</li> <li>2. Is this kindergarten? These standard are pretty vague.</li> <li>3. As a parent and concerned father, I feel like so much is needed to help preserve our education for our children and the future generations that follow.</li> <li>4. K-2.4 Describe how the presence or absence of evidence may affect his interpretations.*</li> </ol>	3.28%
K-2.5 Determine the meaning of content-specific terms and phrases as used in historical contexts.	<ol style="list-style-type: none"> <li>1. My concerns are more about content than the standard. Anything that introduces topics related to gender identity, what people make up a family unit, or religion should not be taught and should be left to the parent to decide on how to handle these topics with their children.</li> <li>2. Here are a few ideasCivic 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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.</li> </ol>	1.64%
K-2.6 Construct claims with examples.	<ol style="list-style-type: none"> <li>1. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.</li> </ol>	0.82%

<p>K-2.7 Identify appropriate evidence from a variety of sources that represent multiple perspectives to support claims.</p>	<ol style="list-style-type: none"> <li>1. This part of social studies is already hard! Starting at Kindergarten.... I could only imagine how bad that would be.</li> <li>2. Developmentally inappropriate. Developing analysis should be left to claims around factually substantiated claims only.</li> <li>3. This is an important standard to maintain. Our students will need the ability to evaluate evidence from a variety of perspectives in order to make informed decisions as citizens of our state. We see time and time again that when someone's knowledge is ignored we lose out as a society on potential insights and solutions to the problems we face. Children need practice looking for and evaluating the ideas of different people.</li> </ol>	<p>2.46%</p>
<p>K-2.8 Express claims that are valid, supported with relevant evidence from sources, and clear explanations.</p>	<ol style="list-style-type: none"> <li>1. Remove all aspects of C3. Including but not limited to inquiry method and action civics</li> </ol>	<p>0.82%</p>
<p>K-2.9 Use a variety of methods and technologies to communicate arguments to a range of audiences.</p>	<ol style="list-style-type: none"> <li>1. K-2.9 Use a variety of methods and technologies to communicate arguments to a range of audiences.</li> </ol>	<p>0.82%</p>
<p>K-2.10 Critique claims and the evidence used to support them.</p>	<ol style="list-style-type: none"> <li>1. Not developmentally appropriate</li> <li>2. Add New Category, Writing Expectations: K-2.11 Students are expected by the end of 2nd grade to write sentences and paragraphs on historical subject matter with full command of spelling, punctuation, and grammar.</li> <li>3. The Inquiry Method with Compelling Questions needs to be removed from the framework. Our teachers need to teach basic facts of history, before we ask our students to question facts.*</li> <li>4. We should not be using The Inquiry Method with Compelling Questions and should</li> </ol>	<p>4.92%</p>

	<p>be removed from the framework. Our teachers NEED to teach the basic facts of history, before we ask our students to question facts.</p> <p>5. The Inquiry Method with Compelling Questions needs to be removed from the framework. Our teachers need to teach basic facts of history, before we ask student to question facts.*</p> <p>6. K-2.11: Students are expected by the end of 2nd grade to write sentences and paragraphs on historical subject matter with full command of spelling, punctuation, and grammar.*</p>	
3-5.1 Develop compelling questions about social studies topics.	1. Ciritcal Race Theory Should NOT be taught in our schools	0.82%
3-5.2 Develop supporting questions for a compelling question in social studies.	1. The Inquiry Method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking students to question facts.	0.82%
3-5.3 Determine the credibility variety of sources by examining the following: A. How the author's identity influenced the perspective provided. B. Whether a source is primary, secondary, or tertiary. C. Who created the source, when they created it, where they created it, and why they created it.	<p>1. This standard is very concerning it suggests an over reliance on identity and intersectionality which is inappropriate for this age group. It also promotes division. Any focus on "identity" characteristics promotes division within schools. The focus should be on the authors background rather than immutable identity characteristics.</p> <p>2. Replace "identity influenced the perspective provided" with "beliefs affected his interpretation"</p> <p>3. 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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.</p>	5.74%

	<ol style="list-style-type: none"> <li>4. Change "author's identity" to "author's beliefs"</li> <li>5. Since, 3rd graders are asked to consider how the author's identity influenced the perspective provided, will the Louisiana Department of Education list the authors and sources of this standards list, so that families can properly determine credibility?</li> <li>6. Remove "author's identity" because the term is too open to interpretation.</li> <li>7. I do not agree with all of this material</li> </ol>	
3-5.4 Describe how the inclusion, exclusion, or omission of sources affects historical interpretations.	<ol style="list-style-type: none"> <li>1. Replace "affects" with "may affect"</li> <li>2. Using the words inclusion or exclusion are key words to incite connection to divisive issues.</li> <li>3. Our children and their education need to be able to learn from our history as Americans and not have anything changed to fit a different narrative.</li> <li>4. Our History is Our History and Should Be Taught. No omissions!! No inclusions or exclusions. This is RIDICULOUS!</li> <li>5. 3-5.4 Describe how the inclusion, exclusion, or omission of sources may affect historical interpretations.*</li> </ol>	4.10%
3-5.5 Determine the meaning of content-specific terms and phrases as used in historical contexts.		0.00%
3-5.6 Construct claims with clear reasoning.		0.00%
3-5.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims.		0.00%

<p>3-5.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations.</p>	<ol style="list-style-type: none"> <li>1. This system provides little to no background on actual history. Shame on the State of Louisiana for pushing this on our children. You need to be teaching actual history. There are kids at McNeese State that don't know anything about WWII, Civil War and our Founding Fathers.</li> <li>2. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.</li> </ol>	<p>1.64%</p>
<p>3-5.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences.</p>		<p>0.00%</p>
<p>3-5.10 Critique the strength of claims and the evidence used to support them.</p>	<ol style="list-style-type: none"> <li>1. Add New Category, Writing Expectations: "3-5.11 Students are expected by the end of 5th grade to write an introductory 3-page history paper with full command of spelling, punctuation, and grammar."</li> <li>2. We should not be using The Inquiry Method with Compelling Questions and should be removed from the framework. Our teachers NEED to teach the basic facts of history, before we ask our students to question facts.</li> <li>3. Remove all aspects of C3. Including but not limited to inquiry method and action civics</li> <li>4. 'The Inquiry Method with Compelling Questions' needs to be removed from the framework. Our teachers need to teach basic facts of history, before we ask our students to question facts.</li> <li>5. 3-5.11 Students are expected by the end of 5th grade to write an introductory 3-page history paper with full command of spelling, punctuation, and grammar.*</li> </ol>	<p>8.20%</p>
<p>6-8.1 Develop compelling questions based on disciplinary concepts in social studies.</p>	<ol style="list-style-type: none"> <li>1. This is a general statement for ALL standards. They are NOT specific. These standards seem to be the same for 6, 7, &amp; 8 grades.</li> <li>2. How will implementation of all standards look for k-8? Realistically, we should start with K and work our way up with this group of kids. Unfortunately, this is not how</li> </ol>	<p>4.10%</p>



	<p>Louisiana works. The implementation of common core is what upset parents and educators. If we can implement this the right way, there will be less backlash because students will learning along with the progression instead of throwing them to the wolves.</p> <ol style="list-style-type: none"> <li>3. Will teachers be provided with the training, tools and resources to teach this skill of developing compelling questions to students? The Curriculum that is already in place for social studies is driven by compelling Unit Questions. Will this change? Will students be developing the questions in addition to the claims?</li> <li>4. Ciritcal Race Theory Should NOT be taught in our schools</li> <li>5. The Inquiry Method with Compelling Questions neglects teaching our children the basic historical facts, but instead encourages them to ask questions, to question the founding of America, and encourage them to activists. This method needs to be removed from the framework.</li> </ol>	
<p>6-8.2 Develop supporting questions for a compelling question in social studies.</p>	<ol style="list-style-type: none"> <li>1. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> <li>2. Remove all aspects of C3. Including but not limited to inquiry method and action civics</li> <li>3. Remove “compelling questions” - term is too subjective and leads to a broad interpretation by the teacher; replace with “objective questions.”</li> </ol>	<p>2.46%</p>
<p>6-8.3 Evaluate the credibility of a variety of sources by examining the following: (A) How the author's identity influenced the perspective provided. (B) Whether a source is primary, secondary, or tertiary. (C)</p>	<ol style="list-style-type: none"> <li>1. The focus on "identity," which indicates immutable characteristics is problematic. It suggests taking an intersectional approach, which is divisive and not helpful. A focus on the authors background, culture, and motivations may be helpful. But not "identity."</li> <li>2. This is great! We need resources in how to teach it, as well!</li> <li>3. Replace "identity influenced the perspective provided" with "beliefs affected his interpretation"</li> <li>4. Civic virtues, democratic principles, and other general terms should be replaced by specific terms referring to western civilization, American history, and the</li> </ol>	<p>6.56%</p>

<p>Who created the source, when they created it, where they created it, and why they created it.</p>	<p>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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.</p> <ol style="list-style-type: none"> <li>5. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.*</li> <li>6. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.*</li> <li>7. How the author's beliefs affected his interpretation</li> <li>8. "6-8.3 Evaluate the credibility of a variety of sources by examining the following: A. How the author's beliefs affected his interpretation. B. Whether a source is primary, secondary, or tertiary C: Who created the source, when they created it, where they created it, and why they created it"</li> </ol>	
<p>6-8.4 Explain how the inclusion, exclusion, and omission of sources affect historical interpretations.</p>	<ol style="list-style-type: none"> <li>1. Replace "affect" with "may affect"</li> <li>2. We will continue to teach our own. Not asking BESE for a DAMN thing!</li> <li>3. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> </ol>	<p>2.46%</p>
<p>6-8.5 Determine the meaning of content-specific terms and phrases as used in historical context and explain how that language contributes to the overall meaning, author's</p>	<ol style="list-style-type: none"> <li>1. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> </ol>	<p>0.82%</p>

reliability, and credibility.		
6-8.6 Construct claims and counterclaims with clear reasoning	<ol style="list-style-type: none"> <li>1. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> </ol>	0.82%
6-8.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims.	<ol style="list-style-type: none"> <li>1. How will the state ensure that the teaching in classrooms on minority groups and historical issues will be unbiased and ensure the analysis of all perspectives equally? How will teachers be held accountable for presenting information in a way that does not influence the opinions of children on controversial topics?</li> <li>2. 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>3. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> </ol>	2.46%
6-8.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims.	<ol style="list-style-type: none"> <li>1. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> </ol>	0.82%
6-8.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences, including people outside of the classroom.	<ol style="list-style-type: none"> <li>1. Teachers should be given a better guide on what to teach.</li> <li>2. The idea of having a 10-13 year old child create claims and support arguments to be shared OUTSIDE the safety of a classroom is simply dangerous. Every parent I know is attempting to keep up with and limit the exposure of their middle school aged (and teen) children to social media. What technology platform does the state have in mind? How will my middle school aged child, who will not even be allowed to have social media or a cell phone, be monitored when they are sharing these</li> </ol>	3.28%

	<p>opinions with the outside world? We know as adults that everything we do and say online is connected to us forever. Do we want children, who have not yet developed their frontal lobes to decipher and reason, releasing their personal thoughts to an outside world without parent oversight or the knowledge of life experiences? No. Let's not be irresponsible as adults for these children who are expecting us to protect them. Let's allow them a safe space, within their classrooms, and surrounded by peers from their community to express their ideas.</p> <p>3. What platform does Louisiana have in mind that will be safe for students? I do not feel comfortable as a teacher, monitoring the publicly expressed opinions of 12 year olds with people outside of the safety of the classroom. Parents of children that I teach are disappointed in the seemly sudden shift made to computer based learning that happened during the pandemic. Children cannot be trusted to make wise and thoughtful decisions when posting on computers and social media platforms. Some of my students have even had their Chromebooks confiscated at parent request because of the inability to monitor its use. How can I teach 150 students to responsibly share an opinion with the outside world? How can I ensure my students that they truly have free speech to do so without repercussions if that opinion is not the same as what society has dictated is acceptable?</p> <p>4. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</p>	
<p>6-8.10 Critique and analyze the validity, relevance, and potential bias of others' claims and the evidence used to support them.</p>	<ol style="list-style-type: none"> <li>1. Add New Category, Writing Expectations: "6-8.11 Students are expected by the end of 8th grade to write an intellectually solid 5-page history paper with full command of spelling, punctuation, and grammar.", Replace "potential bias" with "underlying beliefs"</li> <li>2. A call to rewrite history?</li> <li>3. CRT is an unproven science and should not be taught to our children in any age group.</li> <li>4. Change "potential bias" to "underlying beliefs"</li> </ol>	<p>7.38%</p>

	<ol style="list-style-type: none"> <li>5. The inquiry method with compelling questions needs to be removed from the framework. Our teachers need to teach the basic facts of history, before asking our students to question basic immutable facts.</li> <li>6. We should not be using The Inquiry Method with Compelling Questions and should be removed from the framework. Our teachers NEED to teach the basic facts of history, before we ask our students to question facts.</li> <li>7. 'The Inquiry Method with Compelling Questions' needs to be removed from the framework. Our teachers need to teach basic facts of history, before we ask our students to question facts.</li> <li>8. Add "underlying beliefs"</li> <li>9. ADDITION RECOMMENDED: 6-8.11 Students are expected by the end of 8th grade to write an intellectually solid 5-page history paper with full command of spelling, punctuation, and grammar.*</li> </ol>	
<p>9-12.1 Develop compelling questions that reflect enduring issues in social studies.</p>	<ol style="list-style-type: none"> <li>1. Ciritcal Race Theory Should NOT be taught in our schools</li> <li>2. No ..</li> <li>3. Our teachers should teach basic facts of history, before we ask our students to question facts. The Inquiry Method with Compelling Questions</li> <li>4. The C3 method, Inquiry Method with Compelling Questions needs to be remove from the framework. Our teachers need to teach the basic facts of history before asking students to question facts.</li> <li>5. Dawn Prosperie here is the information on schools from yesterday. If you wanted the court ruling, we can get the link for you I'm sure. 😊 We the People Bayou Chapter Action Meeting 11.14.2021 School Committee (K-12) UPDATE: Below is an email response from Philip Martin, Terrebonne Parish Schools Superintendent dated Nov. 4 2021: WE THE PEOPLE Bayou Chapter ----- Original Message ----- Subject: RE: No shots on campus Date: 2021-11-04 09:29 From: "Martin, Philip" &lt;philipmartin@tpsd.org&gt; To: We The People Bayou Chapter &lt;info@wtpbayou.org&gt; As a district, we are not participating in any on campus covid vaccination programs nor have any intentions too. We do have Teche Action clinic on Acadian campus,</li> </ol>	<p>4.10%</p>

	<p>and has been there long before covid. Teche does not administer any covid vaccinations at Acadian, nor have any covid vaccinations on site. Thanks, Philip  ***** Our goals (so far) and action needed: GOAL: Effect change at the school board level  ACTON: Attend school board meetings each month AS A GROUP. Get on agenda for public comment. TPSD meetings 1st Tuesday of every month. Dec. 7 6pm Agenda deadline Wed. Dec. 1 @ noon GOAL: Fight on campus masking and any/all vaccines  ACTION: Contact each school board member personally, Continue to bring up at school board meetings when needed. Contact Reps and Senators as well as speaker of the house and senate pres. Visit Call to Action on We the People website and FB often. info@wtp.org GOAL: Recruit and replace school board members who are not like-minded with parents and conservative values ACTION: PRAY!! Would you be willing to consider running? Do you know someone who is like-minded and willing? Be prepared to help fundraise and campaign. GOAL Ongoing communication with the BESE board to let them know what we the people want for our children ACTION: Contact our BESE member Sandy Holloway, as well as other members. Sandy Holloway District 3 sandy.holloway@la.gov (225) 342-5840 GOAL: Fight CRT in our local school curriculum ACTION Make your Public Comment. Deadline Nov. 30! See instructions below! There are many needs which we will be able to address with your help and ideas! PUBLIC COMMENT ON LOUISIANA SOCIAL STUDIES STANDARDS DEADLINE NOV. 30 Portal: Go to www.louisianasaveourschools.com Click on Tell BESE No. Fill in your info, hit next and public comment will pop up. Scroll to 9-12. Insert this comment for each 9-12 piece: "Please remove the inquiry framework and compelling questions, as they are driven by both C3 (Common Core) and EAD (Educating for American Democracy) and are INAPPROPRIATE for Louisiana education. Please REMOVE AND DELETE and replace it with a LIBERTY FRAMEWORK."</p>	
9-12.2 Develop supporting questions for a compelling	1. Remove "compelling questions" - term is too subjective and leads to a broad interpretation by the teacher; replace with "objective questions."	0.82%

question in social studies.		
<p>9-12.3 Evaluate the credibility of a variety of sources including those located through self-directed research by examining the following: (A) How the author's identity influenced the perspective provided. (B) Whether a source is primary, secondary, or tertiary. (C) The origin, structure, and context of the source's creation along with scholarly interpretations of the source.</p>	<ol style="list-style-type: none"> <li>1. The focus on "identity" (i.e. immutable characteristics) is concerning. It suggests that you are taking an intersectional approach to teaching social studies, which should be rejected. Recommend focus on background, culture, other motivations of author. Not immutable characteristics.</li> <li>2. Replace "identity influenced the perspective provided" with "beliefs affected his interpretation"*</li> <li>3. 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 replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc.</li> <li>4. Change "author's identity" to "author's beliefs"</li> <li>5. Delete: "identity influenced the perspective provided" Add: "beliefs affected his interpretation."*</li> <li>6. "9-12.3 Evaluate the credibility of a variety of sources including those located through self directed research by examining the following: A. How the author's beliefs affected his interpretation. B. Whether a source is primary, secondary, or tertiary C. The origin, structure, and context of the source's creation along with scholarly interpretations of the source. "</li> </ol>	4.10%
<p>9-12.4 Evaluate how the inclusion, exclusion, and omission of sources affect historical interpretations and narratives.</p>	<ol style="list-style-type: none"> <li>1. I could not see the whole questions that were given to answer, can you please send it again!!</li> <li>2. Stop invoking biases against race, gender, sexual orientation in class. It has no business being introduced in class because the teachers invoke their own opinions. Basic civics and history should be taught like it was in the 80s and 90s. Students can decide for themselves how they feel about today's social matters. Students won't have as much hate and intolerance toward each other if these matters would stop</li> </ol>	6.56%

being shoved down their throats.

3. Inclusion and exclusion again.
4. CRT should not be taught in our public school system, it is divisive. Present material and allow students to form their own opinions
5. The Inquiry method is reflective of the C3 and EAD framework and should be stripped from the Social Studies standards. It is replete with Action Civics modalities and it is highly inappropriate for Louisiana students. It should be replaced with a Liberty framework that allows students to build a content rich body of knowledge and use critical analysis skills and practice writing skills in a thesis style paper to address one issue/event that they learn about as a culminating graded project. Further this standard is ridiculous as there is no way to measure how many omissions or exclusions could have occurred. It is designed to create controversy.
6. Please REMOVE & DELETE the inquiry framework & compelling questions that are driven by Common Core & Educating for American Democracy, and are INAPPROPRIATE for Louisiana education.
7. The educational system has been painted a story that omits other narratives. Current Social Studies courses are mainly white-history focused and America-centric, while important to know it does not do actual history justice. History books don't justly keep up with the civil change and unrest happening currently. In my case, my class only learned about Black History during Black History Month, the rest of the year Black culture and history was omitted, along with Middle Eastern History, Along with Asian History, Along with Hispanic history. There is a common trend on what is being talked about in classrooms, It's white focused. Hopefully we can open the gates for an educational program that is constantly being added to and improved, like American YAWP. An online platform, similar to a textbook, that is updated as more information is being considered.
8. Replace "affect" with "may affect".\*
9. 9-12.4 Evaluate how the inclusion, exclusion, and omission of sources may affect historical interpretations and narratives.\*



<p>9-12.5 Determine the meaning of content-specific terms and phrases as used in historical context and evaluate how that language contributes to the overall meaning, author's reliability, and credibility.</p>	<p>1. Thank you for the opportunity to input about curricula for US History and Social Studies. I am a Clinical Psychologist practicing in New Iberia for more than 40 years. My comments is about the discussion concerning America's fundamental principles and Critical Race Theory (CRT). It is important to teach young people from the perspective of our foundations as a country: including The Constitution and The Bill of Rights. These principles teach that every individual is important. CRT teaches that Race (or the student's Class) is more important than her individual identity. It teaches our individual students that their country is founded on the principle that one Class of people always will oppress another Class of people: Oppressed vs Oppressor. It is important that our young people learn that part of our history includes the injustices of slavery and segregation. It is more important than ever that students learn these events in the context of our country's beliefs; including the heroes of every race that have stood up to the oppression. It is the evolution of individual freedom that makes this country worth supporting. It is important that our young people learn how to use that freedom for the mutual advancement of each other. It is a terrible thing to teach our children that they are automatically oppressed because of the country in which they live; that their most important identity is one race vs another. Rather the belief that each child is unique and special in his/her own right (of course not of necessity excluding race), and use that perspective to teach our children. Educator's and Mental Health Professionals are well aware of the developing, sometimes fragile identities of our children as they move toward an evolving understanding of themselves and their world. Human Being's cruelty to their brothers and sisters is well documented past and present. CRT uses the basis of that cruelty-Oppressor vs Oppressed-to teach the solution to cruelty. Therefore, only the American System-Individual Liberty and Representative Government-can offer a future to develop what is good in each child to evolve a better system for all.</p>	<p>0.82%</p>
<p>9-12.6 Construct and refine claims and</p>		<p>0.00%</p>

counterclaims with clear reasoning, and evaluate the strengths and limitations of the claims and counterclaims.		
9-12.7 Use selected evidence from a variety of sources that represent multiple perspectives to support claims and counterclaims, and evaluate evidentiary strengths and weaknesses.	<ol style="list-style-type: none"> <li>1. Critical race theory is a part of louisiana history and someones racist point of view towards it should not be a factor in it being taught.</li> <li>2. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.</li> </ol>	1.64%
9-12.8 Express claims that are valid, supported with relevant evidence from multiple sources, and sound reasoning and explanations that acknowledge counterclaims and evidentiary weakness.		0.00%
9-12.9 Use a variety of methods and technologies to communicate arguments that will engage a range of audiences, including venues outside	<ol style="list-style-type: none"> <li>1. Regarding all of the standards, for all grade levels, identity politics needs to be removed and/or avoided. CRT has no place in our schools and seeks only to divide-not educate. CRT is an ideology and developed by individuals who have an agenda. Hopefully our curriculum will include accurate history and not opinion that seeks to divide. Hopefully our students will be taught the good, the bad, and the ugly in order to see how our country/state has learned from past mistakes. This will</li> </ol>	2.46%

<p>the classroom.</p>	<p>give them an opportunity to develop their own opinions and realize how far we've come as a nation and instill PRIDE in the advances we have made as Americans. Rather than provide opinions based on hatred and division, we should celebrate the endurance of our people and focus on continuing to rise above adversity!</p> <ol style="list-style-type: none"> <li>2. The C3 Method (Inquiry Method w/ Compelling Questions) needs to be removed from the framework. We need to teach the basic facts of history, our founding documents, before we ask our students to question basic immutable facts.\</li> <li>3. Stop brainwashing our kids!</li> </ol>	
<p>9-12.10 Evaluate the validity, credibility, and relevance of claims and the evidence used to support them by considering a variety of potential influences (e.g. cultural, social, political, economic, and geographic influences)</p>	<ol style="list-style-type: none"> <li>1. To impose the recent propaganda of critical race theory would be detrimental in the utmost degree to our children. Civics, economics, and patriotic history should be taught as it has been for 200 years. Leave popular propaganda and divisive highlighting of race out of the classrooms.</li> <li>2. Add New Category, Writing Expectations: "9-12.11 Students are expected by the end of 12th grade to write an intellectually sophisticated 10-page history paper with full command of spelling, punctuation, and grammar, and thereby demonstrate that they are prepared for an undergraduate history course."</li> <li>3. We should consider giving our students the tools to succeed in this standard by implementing standards for teaching critical thinking skills and logical reasoning. Without those skills, they will not be able to evaluate the validity, credibility, and relevance of any claims.</li> <li>4. The C3 Method (Inquiry Method w/ Compelling Questions) needs to be removed from the framework. We need to teach the basic facts of history, our founding documents, before we ask our students to question basic immutable facts.</li> <li>5. Please remove the inquiry framework and compelling questions, as they are driven by C3 ( CommonCore) and EAD ( Educating for American Democracy) and are INAPPROPRIATE for Louisiana education. Please REMOVE AND DELETE and replace it with a LIBERTY FRAMEWORK.</li> <li>6. We should not be using The Inquiry Method with Compelling Questions and should be removed from the framework. Our teachers NEED to teach the basic facts of</li> </ol>	<p>7.38%</p>

	<p>history, before we ask our students to question facts.</p> <p>7. Remove all aspects of C3. Including but not limited to inquiry method and action civics</p> <p>8. 'The Inquiry Method with Compelling Questions' needs to be removed from the framework. Our teachers need to teach basic facts of history, before we ask our students to question facts.</p> <p>9. LIBERTY FRAMEWORK</p> <p>10. 9-12.11 Students are expected by the end of 12th grade to write an intellectually sophisticated 10-page history paper with full command of spelling, punctuation, and grammar, and thereby demonstrate that they are prepared for an undergraduate history course.*</p>	
<b>Totals</b>	121	100.00%
*Duplicate comments counted as one unique comment.		