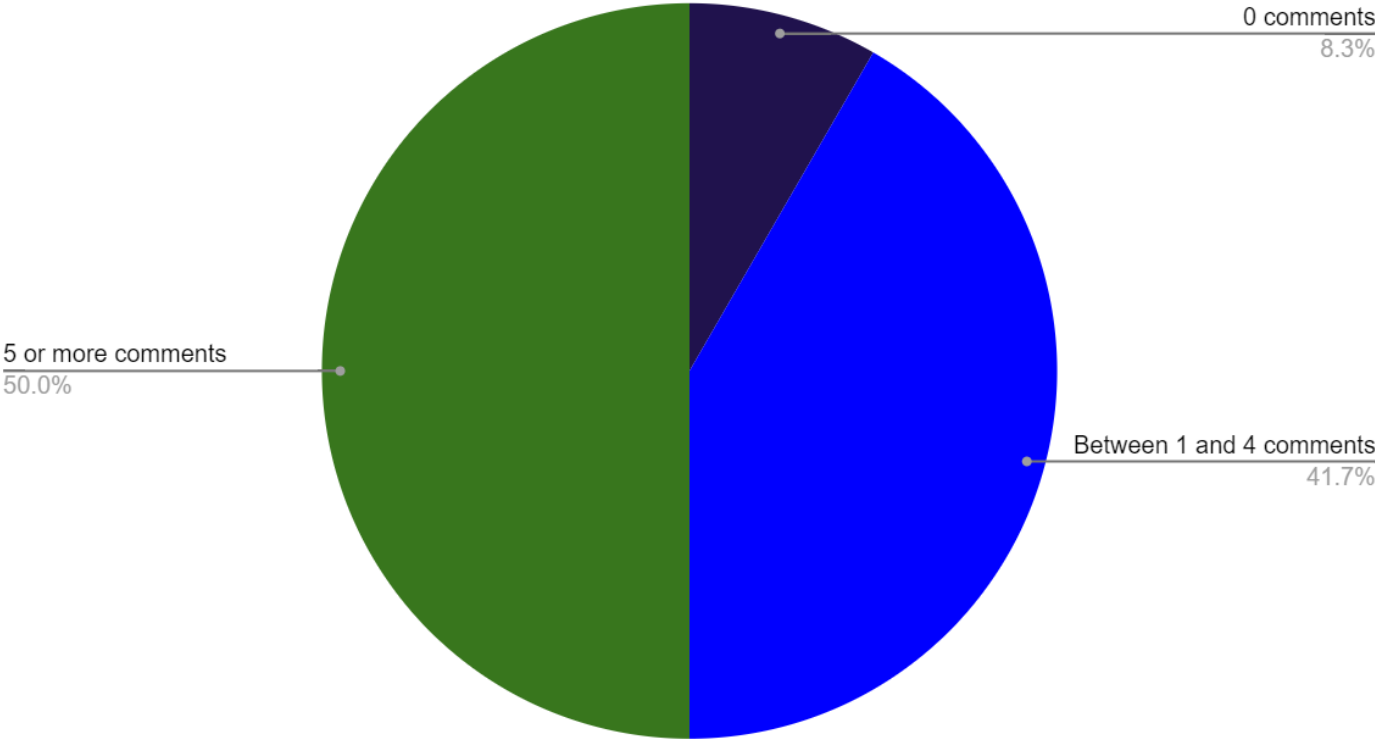


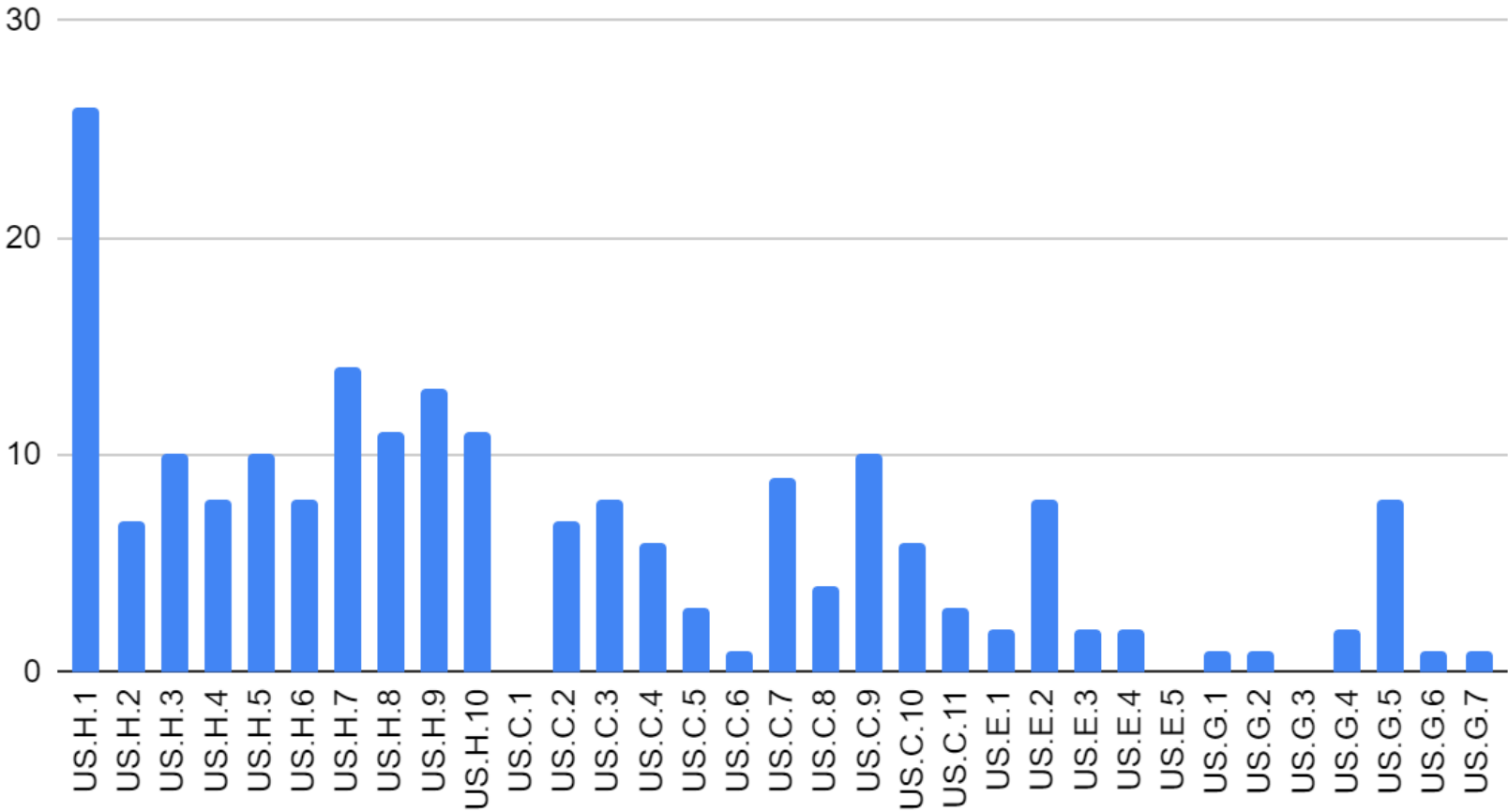
High School United States History

Unique Users: 85
Total Comments: 203
Unique Comments: 136
Number of Unique Users Who Submitted More than 1 comment: 11

High School US History Standards



Comment per Standards



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for United States History
<p>US.H.1 Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has evolved over time, connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; events and developments before and after 2010.</p>	<ol style="list-style-type: none"> 1. My concern is actually in regards to all US history proposed standards and how they will relate to testing. I want to be sure it has been considered that by changing the US History standards effective for the 2022-2023 school year, the US History LEAP 2025 assessment students will be required to take will either reflect the changes in the US History standards OR there will be a delayed implementation of the US History standards due to this fact. Students in our district take US History in 11th grade. Therefore, the US History LEAP 2025 assessment will be administered to our students for two more years in our district until those cohorts graduate. I would hate to have to teach our students based on the new US History standards, but they be assessed based on the old US history standards if the assessment is not going to be changed. Please advise as to what the directive will be on this scenario. 2. I am a trained educator in Louisiana and a former principal who served in Louisiana public and private schools during my career. My wife and I are both products of Louisiana public schools as are all of our children. Our grandchildren will soon be students in Bossier Parish. I have reviewed the tenets of so called "Critical Race Theory" as it is currently being taught in other places. I find it to be racist, divisive, oppressive, and inappropriate for students K-12. Students should be able to study the works of Ibram Kendi (as well as the works of any other philosopher they choose) as part of their college studies when they are more mature and can think critically. However, to teach this doctrine to younger students who are not yet able to think critically--especially at tax payer expense--is unacceptable for reasons stated. Though my children are third generation products of Louisiana public schools, my grandchildren will be enrolled in private school if the state tries to mandate the teaching of Critical Race Theory. 3. While I understand that the goal of these standards is cyclical, I am concerned 	<p align="right">12.81%</p>

about the organization of ideas. How will newer teachers, who are learning the content area ensure they have covered what they need to in each course?

4. Louisiana students must be educated regarding these factual events in order to prevent their occurrence again.
5. Replace with: "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."
6. I am demanding that our history is not erased based on political correctness. We need to see the truthful progression of societies and governments to show how we continue to improve or screw up the next generation. Please don't rewrite what really happened in our past. If truthful history is not taught we can't learn from past mistakes and we are destined to repeat those mistakes.
7. I am opposed to the teaching of CRT in our school system. This teaching will allow teachers to teach their opinion in regards to racism, discrimination, supremacy, etc. My children will be removed from the school system if this curriculum is added
8. Generally, these standards are awkwardly organized and divided. It is going to be a difficult transition to teach in this new way with no guidance.
9. I am extremely concerned that American history before 1898 is deemphasized and intentionally excluded from all other standards. By 11th grade it will have been 3 years since students studied this era in 8th grade. Developmentally, high school juniors are ready for deep analysis of primary source documents such as The Great Law of Peace and its influence on the U.S. Constitution, as well as documents like Abraham Lincoln's letter to Horace Greenley and the letters of secession from southern states especially Mississippi. Additionally, revolts by enslaved people are

not included in any U.S. History standards. This exclusion prevents children who are descended from enslaved Africans from knowing the history of resistance and strength of their ancestors and prevents all children from understanding the grave sins of our country that we must acknowledge to move past. Without understanding fully the history of our country before 1898, much of the content that follows, from Civil Rights, to our current political climate, will not make much sense. Our children and educators are more than capable of looking deeply at the truth of our country and discussing its nuances.

10. Standards are vague, would definitely need a companion document to accompany these standards in order to have any consistency throughout the state.
11. High School United States History US.H.1. "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010." US.H.3. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism." US.H.4. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right." US.H.5. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010.

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

involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.” US.C.7. “Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.” Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.” US.C.9. This is too vague as written. Unless it is clarified, it should be deleted. US.C.10. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Furzes Armadas de Liberation Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifoam.” US.E.2. “Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.” US.G.5. “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”

12. Included that Constitution will help students discovery the origins of the Constitution. Student's will also be able to examine the effectiveness of the Constitution regarding present day issues. Including the Constitution will help students discovery the origins of the Constitution. Student's will also be able to examine the effectiveness of the Constitution regarding present day issues.

13. My comment is as follows. All of the standards are fine. It is how this is being taught. I have been teaching for 25 years, and I have seen some of the best history teachers who get kids excited about learning because they share their knowledge in an interactive way. The packets these kids are doing are awful. The kids say they are not learning anything. All they do is fill out packets. We have some amazing qualified and interesting history teachers. Let them use their passion and knowledge to ignite students. Packets do not do this. Packets do not encourage relationships. Pls, let these teachers teach.
14. After looking over all the US History standards, I think there is a huge discrepancy about where the class begins. All of the dates show range from 1898 - 2010. If we start at 1898, I'm assuming that would be with the Spanish-American war, which would indicate we are starting with American Imperialism. However, under standard 1, events such as the Civil War, Reconstruction, and framing the Constitution are all listed there. Those events all occurred before 1898. Where is the class beginning? If all the dates begin with 1898, why do we have to cover things that happened before that date? As it stands now, we do not cover the framing of the Constitution, Civil War, or Reconstruction in U.S. History.
15. From what I have seen from the entire curriculum, it seems as if United States History focuses on 1898 to 2010. However, we are suppose to go and reteach history from 1865-present? Why not go and just make that the timeline, it will not be as if there is a state test at the end of the year. It just seems as if we are also trying to wear a lot of hats and juggle the responsibility of Louisiana History, U.S. History, Civics, Geography, and Economics. It seems and looks like a tall task at the very least.
16. Leave out the word "evolved" to describe the Constitution and replace with the words, "been amended." Students need to know from their study of the Constitution that the amendment process is very specific in Article V of the Constitution. The word "evolved" is never found in the Constitution. Since we will be teaching the Constitution, we should be true to its wording. Also in this

standard, after "the Civil Rights movement," include World Wars I and II as well as the Cold War.

17. Let me first start by saying that I've lost all faith in questionnaires put out by the state. If I'm being completely honest, I don't think anyone will read nor consider what I am saying. I often feel like these are sent out so we can check a box saying we did it... With that being said the standards are fine. If we were allowed to teach based purely on the standards and our knowledge and EXPERTISE (you know since we hold a degree in this stuff), it would be fine. However, most districts in the state push for us to teach with fidelity to the curriculum y'all have built and the curriculum is as my kids say "trash" (that's "terrible" for you not fluent with teenage lingo). Analyzing documents is important but it is also important to teach kids WITH PASSION. They are bored to tears and not interested. The curriculum for US History is also clearly copied and pasted from an insane amount of places, most of which are websites that are no longer functional. When you click 40% of the links (yes this is a guesstimate, I'd be willing to actually count these if you'd like), they take you to the wrong site or simply state that the site cannot be found. The curriculum also takes too long to cover. If you teach it to the amount of time that the state recommends, it takes more time than we have in school. We have around 175-180 days based on hurricanes and such but your curriculum takes 203 days. This also doesn't take into consideration that most schools test for LEAP in April. So your curriculum has us teaching about the Cold War at the time we get to testing but you test the students in curriculum that goes through 2008 and later. This is unfair. I was asked to help build a pacing guide this summer for Us History for my district and was told it was because I had such phenomenal scores... I had great scores because I finally decided to buck the system and stop teaching the curriculum with fidelity. I instead taught with PASSION from the standards alone (at least I hope my students know I'm passionate). Look, I'm not opposed to a curriculum but PLEASE find passionate teachers to help you build it! Stop giving it over to people who want to just get an extra paycheck or someone who hasn't

been in the classroom in 30 years. I can speak for a number of districts (because I have worked in a number of districts due to relocation with my husbands calling in ministry) and can say that we have a TON of passionate teachers in this state! TRUST THEM. Give us freedom to voice our opinions. Build teams of teachers from across the state (at least one representative from each district) to rebuild this curriculum WITH PASSION. This can apply for all curriculums. We want to enjoy what we teach again. Our students want to enjoy what they learn again. Help us and hear us. And as the pessimist that I am on these things, if you've stayed with me this whole time, prove it. Have something other than a bot email that email address you asked me to provide. I'd be happy to stay in touch.

18. Please correct to "Explain connections between past and present ideas, events, and developments. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, and the Cold War; events and developments before and after 2010."
19. assuming you mean US Constitution... need to amend to possible connections between imperialism and industrialization. include exploration and expansion.... also include add and discuss WWI WWII and the Cold War
20. Delete: "evolved" Add: "been amended" Add: "possible" (connections....) Add: "exploration and" (expansion;) Add: (Civil Rights movement;) "World War I, World War II, and the Cold War;"
21. Including but not limited to the Constitution, and how it has been amended over time, possible connections between Industrialization and Imperialism;U.S.exploration and expansion;Populism and Progressivism; the Civil War; Reconstruction, and pot- Reconstructioneras and the Civil Rights movement; World War I,World War II,and the Cold War; events and developments before and

	<p>after 2010.</p> <p>22. Including but not limited to the Constitution and how it has been amended over time, possible connections between industrialization and imperialism, U.S. Expansion and influence before and after 1898; American Indian Wars and US exploration and expansion; Populism and progressivism; the Civil War, Reconstruction, and post reconstruction eras, and the civil rights movements; World I, WWII, and the cold war; events and developments before and after 2010</p> <p>23. Recommend change to read: "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War and the Global War on Terrorism." Recommend change to read: "Explain connections between past and present ideas, events, and developments. Including but not limited to the US Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, the Cold War; events and developments before and after 2010."</p> <p>24. This standard is too broad. I agree we should have students make connections across time and place but is the standard pushing connections. The idea is for students to make connections as they dig deeper into primary sources. I am also concerned with the chronology for these standards. Why begin the standards at 1898?</p> <p>25. This comment applies for all curriculum in Louisiana schools: Social Studies and History must be taught accurately, and not rooted in racist ideologies like as Critical Race Theory.</p> <p>26. Some clarification is needed in this item. Also, it is important to add and discuss the Cold War Explain connections between past and present ideas, events, and</p>	
--	---	--

	<p>developments. Including but not limited to the US Constitution and how it has been amended over time, possible connections between industrialization and imperialism; U.S. expansion and influence before and after 1898; American Indian Wars and U.S. exploration and expansion; Populism and Progressivism; the Civil War, Reconstruction, and post-Reconstruction eras and the Civil Rights movement; World War I, World War II, the Cold War; events and developments before and after 2010.</p>	
<p>US.H.2 Analyze ideas and events in the history of the United States of America from 1898 to 2010 and how they progressed, changed or remained the same over time. Including but not limited to changes and continuities before and after the Civil Rights movement; changes and continuities during war or conflicts; changes and continuities before and after the end of the Cold War.</p>	<ol style="list-style-type: none"> 1. Not just that standard but all that have up to 2010 being taught. That is recent history, and when a history class has to teach material pertaining to the wars with native Americans in 1870s and 1880s all the way up until 2010, not only is that ridiculous but a disservice is done to all. As a result, very important topics must be cut out or breezed over so quickly as to show disrespect, implies a lesser importance and does not properly highlight the struggle or accomplishment. A person can buy a car from 2010 and no one would say they have a classic or one from "way back in history." U.S. History is the only course that will continue to grow or expand in scope as the years increase. Therefore, history classes need to be readjusted by centuries or by topics: women's history, wars, civil rights, etc. Whatever a new classification entails, teaching "history" as something that happened in the recent past should be dropped. 2. This standard and the format of these new standard are too broad and vague. I prefer the standards we currently have. 3. My comments apply to all of the proposed standards for high school social studies. As an educator of 25 years and a citizen who loves our great country, I am relieved to see the progress finally being made in updating the standards for social studies courses in our state. 21st century learners cannot be successful in a global economy when the standards for learning are stuck in the 1980s. Reviewing the draft of the new standards makes me optimistic. When I see each standard beginning with higher-order thinking words like "create, connect, compare, analyze, evaluate, explain," I feel renewed confidence that policymakers are committed to 	<p>3.45%</p>

	<p>educating our students to their highest potential and preparing them for the demands of working in a world of increasingly fast-paced change. Those who are working on these standards are on the right track, and I applaud their efforts. With kindest regards, Jason Cooper</p> <ol style="list-style-type: none"> 4. Given the time to cover this subject which is a semester, this goes back to far and you will loose the students because of the pace that has to be maintained. These standards are to broad and must be trimmed down to fit in a semester so as to be retained by students. 5. Without seeing the exact curriculum and what is actually going to be taught to our kids it's hard to make too much comment except in generalized terms. Any teaching that blames the plight of one or more races on another race is wrong. Most of the things that are out there today are opinions formed by people who only see things 1 way and cannot be trusted to present an accurate picture. Any information provided should be factual and not based in any sort of opinion. Our kids need to be trusted to form their own opinions when given unbiased facts which unfortunately most people these days are incapable of providing. 6. Critical Race Theory has no place in American education. History should be presented as factual without projecting historical failings onto present-day Americans. Yes, slavery happened. Yes, racism is bad. Those statements in no way imply that the typical American in 2021 is racist. The educational system should not move backwards from Dr. Martin Luther King Jr.'s dream. 7. Why 2010? What is history? The events of 2010 are in many cases the same current issues citizens are still debating today. How will parents be ensured that their young adult will not be influenced in a biased way on current social debates based on their teachers perspective? What resources will be used from such a modern era as 2010 to give a non-biased view on events? 1898 to 2010 is a very wide range of revolutionary events in American history. Which ones will be taught? 	
US.H.3 Analyze connections between	<ol style="list-style-type: none"> 1. The standard is very broad and covers a massive amount of information from after Christmas Break to the end of the school year. 	4.93%

<p>events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, and the Vietnam War.</p>	<ol style="list-style-type: none"> 2. Replace with: "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."* 3. These U.S. standards seem very quick to hold the United States accountable for its failings - imperialism, civil rights, etc. - which is not necessarily a negative comment. We should examine our failings because it is only then that we can continue our improvements towards a more perfect union; however, there is a noticeable absence of historical events when the United States is not an aggressive bully, but ones when America has come to the aid of vulnerable groups and ones when America has been tragically attack without provocation. Examples of these instances need to be evidenced in these standards. There are many such examples that can and should be included to present a balanced view of our history; however, one that is most notably missing is the terror attacks of September 11, 2001. How can we possibly talk about U.S. history through 2010 without this monumental moment? 4. "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."* 5. Change to "Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War, and the Global War on Terrorism."* 6. include global war on terror 7. Add: (Vietnam War,) "and the Global War on Terrorism." 8. Including but not limited to the Spanish American War, WWI, Great Depression, 	
---	--	--

	<p>WWII, Cold War, Korean War, the Vietnam War, and the Global War or terrorism*</p> <p>9. First thank you all for your time and effort during this revision process. I have taught US history for about five years now and the updated version of the US History standards leaves much to be desired. Almost all of the standards have this verbiage of including but not limiting to. This use of language leaves teachers too much autonomy. These standards needs to be more specific.</p> <p>10. Analyze connections between events and developments in U.S. history from 1898 to 2010 and with global historical events and developments. Including but not limited to the Spanish American War, World War I, the Great Depression, World War II, Cold War, Korean War, the Vietnam War and the Global War on Terrorism.</p>	
<p>US.H.4 Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to the Harlem Renaissance, the Great Migration, the "Roaring Twenties", the "Okies", and urbanization.</p>	<ol style="list-style-type: none"> 1. Replace with: "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."* 2. Compare the different opportunities .provided to Colonist/Whites for cultural and socialization and educational opportunities against those not provided for people of color(Blacks, Native Americans, Browns) and how the difference causes current upheavals in non-White cultures. 3. "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."* 4. Change to "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, the Harlem Renaissance, Southern Agrarians, the Great Migration, the "Roaring Twenties", the "Okies", urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement, and the New Right."* 	<p>3.94%</p>

	<ol style="list-style-type: none"> 5. add Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, Harlem Renaissance, the Great Migration, the "Roaring Twenties", the "Okies", and urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement and the New Right* 6. Add: (not limited to) "Tin Pan Alley, Hollywood," Add: (Harlem Renaissance,) "Southern Agrarians," Delete: "and"(urbanization,) Add: "evangelical revivalism, women's suffrage movement, unionization, the Civil rights movement, and the New Right." 7. Recommend change to read: "Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, Harlem Renaissance, the Great Migration, the "Roaring Twenties", the "Okies", and urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement and the New Right"* 8. Evaluate factors leading to and effects of demographic and cultural changes from 1898 until 2010. Including but not limited to Tin Pan Alley, Hollywood, Harlem Renaissance, the Great Migration, the "Roaring Twenties", the "Okies", and urbanization, evangelical revivalism, women's suffrage movement, unionization, the Civil Rights movement and the New Right* 	
<p>US.H.5 Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the</p>	<ol style="list-style-type: none"> 1. Replace with: "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."* 2. "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."* 	<p>4.93%</p>

Gentleman's Agreement, the First and Second Red Scare.

3. Please change to "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentleman's Agreement. Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."*
4. Delete: "the First and Second Red Scare." Add: " Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement."
5. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement*
6. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement*
7. Including but not limited to the Gentleman's Agreement, Soviet espionage, Nixon's Opening to China, and the Two Plus Four Agreement*
8. The story of the Red Scare should be balanced with info on the nefarious nature of Soviet and Chinese communism and the hundreds of millions of deaths caused by these two regimes. Recommend change to read: "Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentlemen's Agreement, the First and Second Red Scare, Nixon's Opening of China and the global expansion of communism between 1917 and 1992."
9. This standard is unclear. It mentions the Gentlemen's Agreement and Red Scare and it is a bit too broad and confusing. For example, if you are trying to have students explain how relationships have evolved with other countries I think it would be better to focus on examples such as Cuba and the US (Platt Amendment) or Great Britain / Japan and the US (Both World Wars) or even the US and Liberia. Is this H.5 standard asking students to analyze global affairs or domestic affairs? Or both?

	<p>10. The story of the Red Scare should be balanced with info on the nefarious nature of Soviet and Chinese communism and the hundreds of millions of deaths caused by these two regimes Explain the evolution of the relationships with other countries and how these interactions have affected both the United States of America and other countries in the period 1898 until 2010. Including but not limited to the Gentlemen's Agreement, the First and Second Red Scare, Nixon's Opening of China and the global expansion of communism between 1917 and 1992.</p>	
<p>US.H.6 Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010.</p>	<ol style="list-style-type: none"> 1. "Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."* 2. This is a great addition as a standard and lens of focus 3. Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."* 4. Please change to Evaluate the influence of science, technology, innovations, and media and explain how these developments have altered society in the United States of America from 1898 to 2010. Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."* 5. include Including but not limited to major scientific and medical contributions by US citizens which had tremendous, positive worldwide effects (i.e. the telephone, first moon landing, first nation to break the speed of sound, computers, nuclear power, satellites, statistical analysis and many medical advancements).* 6. Add: "Including but not limited to statistical analysis, computers, nuclear power, rockets, satellites, lasers, fracking, and social media."* 7. Recommend change to read: "Evaluate the influence of science, technology, innovations, and media and explain how these developments altered society in the 	<p>3.94%</p>

	<p>United States of America from 1898 to 2010. Including but not limited to major scientific and medical contributions by US citizens which had tremendous, positive worldwide effects (i.e. the telephone, first moon landing, first nation to break the speed of sound, computers, nuclear power, satellites, statistical analysis and many medical advancements).”*</p> <p>8. The word "have" is not necessary. In the item. Also recommend expanding item to include examples. Evaluate the influence of science, technology, innovations, and media and explain how these developments altered society in the United States of America from 1898 to 2010. Including but not limited to major scientific and medical contributions by US citizens which had tremendous, positive worldwide effects (i.e. the telephone, first moon landing, first nation to break the speed of sound, computers, nuclear power, satellites, statistical analysis and many medical advancements).</p>	
<p>US.H.7 Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. Including but not limited to imperialists vs. Indigenous groups, political and military leaders, political and economic ideologies, class, race, ethnicity, and gender</p>	<ol style="list-style-type: none"> 1. This is the quintessential politically correct catch all standard. It has no scope or focus and could not be reasonably taught in a classroom setting. All of the "Including but not limited to" have been captured in the other nine standards. 2. It is vitally important that educators in Louisiana are able to present historical information regarding diverse groups in an ACCURATE manner. Not being able to do so is a disservice to the students of Louisiana, who we are counting on to be future leaders and active citizens of this state. If they are so ill-informed how will they be prepared to actively engage in any sort of higher education courses, or with those around them? Their time following high school should not consist of them having to re-learn what has genuinely happened in this country. I appreciate your taking public comment on this matter, thank you! 3. This is a well-written standard that prioritizes understanding history from perspectives other than our own. If our state is to achieve some level of civil discourse (unlike what we saw in the BESE chambers this summer), then students must learn this important skill of empathy. 4. I am wondering why all the standards specifically start from 1898. What about all 	<p>6.90%</p>

that happened before 1898??

5. Replace with: "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA)."*
6. How about analyze the effect that welfare has had on groups of people?
7. A standard like US.H.7 is LONG overdue in the U.S. history curriculum and I applaud its addition and how it is written.
8. Race should be understood as a social construct
9. Throughout each grade level starting with kindergarten there is a theme of pointing out those that are supposedly marginalized. Our kids will be constantly told that they are oppressed people and oppressors. Again this will constantly look like division and not unity. What made BESE go to these standards? Is it a push from above that wants to follow an agenda. This is not okay with me as a parent. Please stick to teaching historical facts and not current ideologies and political agendas.
10. In the context of this standard, "imperialists" is not used as an objective term, but instead as one that involves negative judgements. Perhaps I misunderstand the standard, but if we are talking about the difference in perspectives between the settlers who moved from the East to the West vs. indigenous groups, then there is a judgement implied here. You may argue that the U.S. government was imperialist in their claims on Native American land - although that claim can be made of nearly every other people group since throughout history groups of people have moved and inhabited new lands once belonging to others - the individual settlers themselves did not see themselves as imperialists. We need to separate governmental policies and individual people. In this case, we should examine how the settlers viewed their expansion West in comparison to the indigenous people, but we should not call those settlers "imperialists."
11. Delete and replace with: "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition,

	<p>whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”*</p> <p>12. Please change to ". Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”*</p> <p>13. Delete: “Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. Including but not limited to imperialists vs. Indigenous groups, political and military leaders, political and economic ideologies, class, race, ethnicity, and gender.” Add: "Evaluate the beliefs of individuals and groups about multiple events. Including but not limited to the debates about Prohibition, whether to enter World War II, whether to ratify the Equal Rights Amendment (ERA), and whether to ratify the North American Free Trade Agreement (NAFTA).”*</p> <p>14. Evaluate historical events from a variety of historical and cultural perspectives that occurred from 1898 to 2010. Including but not limited to imperialists vs. Indigenous groups, legitimate acquisition of territories vs. conquered lands, political and military leaders, political and economic ideologies, class, race, ethnicity, and gender.</p>	
<p>US.H.8 Analyze the role, major contributions of, and limitations placed on diverse groups of people in the United States of America from 1898 to 2010. Including but not limited to women, Latinos, American Indians, Black Americans, European</p>	<ol style="list-style-type: none"> 1. All of this is allowing Critical Race Theory to come into our schools. This is not acceptable. Re-writing our Country’s history is not Ok. Do not allow this to come into our schools ! 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 justice to the worlds populations. 3. US.H.7, as emended in my comments elsewhere, provides coverage. Delete and do not replace.* 4. There are many of us that don’t trust the LA DOE to develop curriculum telling teachers what they are supposed to say about “a variety of historical and cultural 	<p>5.42%</p>

<p>immigrants, and Asian immigrants.</p>	<p>perspectives” and the “limitations placed on diverse groups of people.”</p> <ol style="list-style-type: none"> 5. This is a great addition to the curriculum and LONG overdue. 6. I am uncertain how the specific groups mentioned were determined. There are many other groups which could have been included. I thought that perhaps the reason certain groups were included was because they continue to experience struggles where as others who may have faced limitations in the face do not face them as frequently today. If this is the criteria, then a group in the United States which as played important roles, made major contributions, and have and still face limitations are the Jewish people. If we are going to include the others listed here, then the Jewish people should also be specifically identified. 7. Is there a reason that the Civics standard -C.H.2 Analyze the role, major contributions of, and limitations placed on diverse groups and individuals in the development of the United States of America and Louisiana. Including but not limited to American Indians, Black Americans, Latinos, Asian Americans, women, and immigrant and refugee groups, people with disabilities, and LGBT people - includes people with disabilities and those of the LGBT community, while the comparable US history standard selected here does not? While I acknowledge that it does say "including but not limited to", I feel it would benefit consistency and clarity to include those groups in both standards as not to imply that those of the disabled and LGBT community don't apply in US history. 8. US.H.7, as emended, provides coverage. Delete and do not replace.* 9. US.H.7, as emended, provides coverage. Delete and do not replace.* 10. Delete: “Analyze the role, major contributions of, and limitations placed on diverse groups of people in the United States of America from 1898 to 2010. Including but not limited to women, Latinos, American Indians, Black Americans, European immigrants, and Asian immigrants.” Note: US.H.7, as emended, provides coverage. Delete and do not replace.* 11. Good item! 	
<p>US.H.9 Analyze causes and</p>	<ol style="list-style-type: none"> 1. It is so important that this is taught accurately and holistically in schools, including 	<p>6.40%</p>

<p>effects of events and developments from 1898 to 2010 including but not limited to U.S. imperialistic policies, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.</p>	<p>how history has been covered up. Children will only learn how to make our society better if they understand the path to the present.</p> <ol style="list-style-type: none"> 2. "US imperialistic policies," with "America's growth as a world power," * 3. An honest telling of American history, not cheerleading nor demonizing any one group, gives young adults perspective instead of preaching about our origin. This reduces chance of any one ideology offering itself as the answer to America's problems. It gives students a view of complexity behind issues still debated today. Thank you. 4. This is a terribly written standard that reads like a "catch all" and is not at all clear whether this refers exclusively to domestic developments or domestic AND foreign-policy based developments. It should be combined with another standard, perhaps US.H.2. 5. When did 2010 become history? I understand that it is technically history. But aren't many of the "social and cultural movements" of 2010 still the social and cultural movements of today? Do parents not have the right to be the primary influence in a teens life on current social issues in our nation? Connecting history to the cause of current events is good teaching. However, how far does that extend? Does it extend into debate over gender and other controversial topics whose opinions are in many ways shaped by the religious views of Americans? Teaching history and teaching current events are very different things indeed. 6. This appears to be critical race theory and I am highly opposed to this. 7. It seems as though this should be inclusive of all years to the present day, not just 2010. 8. "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to AMERICA'S GROWTH AS A WORLD POWER, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies."* 9. Please change to "Analyze causes and effects of events and developments from 1898 to 2010 including but not limited to, America's growth as a world power, 	
---	---	--

	<p>World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies.”*</p> <p>10. U S is not an imperialist nation. change: Analyze causes and effects of events and developments from 1898 to 2010 including but not limited the growth of the US as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies. Analyze whether or not US policies of expansion were imperialist or legitimate. Were they legitimate or illegitimate?</p> <p>11. Delete: "US imperialistic policies," Add: "America's growth as a world power."*</p> <p>12. The issue of US as an imperialist nation is not a settled point. Recommend a balanced approach and review multiple perspectives. Recommend change to read: “Analyze causes and effects of events and developments from 1898 to 2010 including but not limited the growth of the US as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies. Analyze whether or not US policies of expansion were imperialist or legitimate. Were they legitimate or illegitimate?”</p> <p>13. The issue of US as an imperialist nation is not a settled point. Recommend a balanced approach and review multiple perspectives Analyze causes and effects of events and developments from 1898 to 2010 including but not limited the growth of the US as a world power, World War I, Great Depression, World War II, the Civil Rights Movement, the Cold War, social and cultural movements, and domestic and foreign policies. Analyze whether or not US policies of expansion were imperialist or legitimate. Were they legitimate or illegitimate?</p>	
<p>US.H.10 Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major</p>	<p>1. Once again, I feel like we need to focus more on a broader period of tme. 1773 through 2010 would be a better time frame for American History instead of limiting our scope to the past 100 years. Focusing on 1898 to 2010 misses too much vital issues with regards to the founding of this country.</p> <p>2. Replace “the Birthplace of Jazz,” with “jazz music, Huey Long and Share Our</p>	<p>5.42%</p>

historical events in the period from 1898 to 2010. Including but not limited to the Birthplace of Jazz, and Higgins Boats in WWII.

Wealth,”*

3. This is a more general question. Will there be a new and updated "companion document" that includes the most significant events that we will be covering? Especially for the Louisiana standards that are now being intertwined in with the U.S. History standards, what specific topics need to be discussed? Having an updated companion document would provide much needed guidance for specifically what needs to be covered. It has been really helpful thus far.
4. Why is La History included
5. “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”*
6. I would like for the state of Louisiana to formally acknowledge my ancestors contributions to the development of this state. It appears the standards are eliminating the term slavery and sharecropping from the standards. These terms need to be stated and fully covered. We cannot afford to leave this up to interpretation. Too many folks grow up in the state feeling that their ancestors built the wonderful plantations; however, those homes were not constructed by their ancestors. They were built on the backs of mines and we are still suffering from the ramifications.
7. Please change to “Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to, jazz music, Huey Long and Share Our Wealth, and Higgins Boats in WWII.”*
8. include also: Huey Long, the home of the Louisiana Maneuvers, the growth and importance of Louisiana's petroleum, chemical and timber industries,
9. Delete: "the Birthplace of Jazz," Add: "jazz music, Huey Long and Share Our Wealth," (and Higgins.....)*
10. Recommend change to read: "Evaluate the contributions of Louisiana peoples and

	<p>analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to the Birthplace of Jazz, Huey Long, the home of the Louisiana Maneuvers, the growth and importance of Louisiana's petroleum, chemical and timber industries, and the Higgins Boats in WWII."</p> <p>11. Evaluate the contributions of Louisiana peoples and analyze Louisiana’s influence throughout major historical events in the period from 1898 to 2010. Including but not limited to the Birthplace of Jazz, Huey Long, the home of the Louisiana Maneuvers, the growth and importance of Louisiana's petroleum, chemical and timber industries, and the Higgins Boats in WWII. ADDITION RECOMMENDATIONS: Evaluate the growth and importance of Historically Black Colleges and Universities (HBCUs) in the United States and in Louisiana. Including but not limited to the Southern University System, and the only minority-based university system in the United States. Analyze the background, necessity of and execution of de-segregation of public schools in Louisiana in the 1950s, 60s and 70s. Including but not limited to Federal mandates related to busing and how these actions affected communities and educational opportunities in Louisiana. Analyze the history of the Louisiana Interscholastic Athletic and Literary Organization and the history of African-American schools across the State. Analyze the history of Louisiana's Congressional delegation in the post Civil War era, to include the elections of people such as Joseph Menard, Charles Nash, William Jefferson, Joseph Chao, members of the Long family, Overton Brooks, Bob Livingston and Edwin Edwards</p>	
<p>US.C.1 Evaluate the effects of and reactions to various government institutions and programs on the social, economic, and political structure of the United States of America in</p>		<p>0.00%</p>

<p>the period from 1898 to 2010.</p>		
<p>US.C.2 Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010.</p>	<ol style="list-style-type: none"> 1. Replace with: "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."* 2. Change to:RECOMMEND CHANGE: Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to US opposition to Soviet expansionism in the Cold War, US roles in the liberation of millions in World War II and the US role in the Post World War II War Crimes Trials in Germany and Japan. * 3. "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."* 4. Please change to "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to the American defeat of Imperial Germany, Nazi Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund."* 5. include: Including but not limited to US opposition to Soviet expansionism in the Cold War, US roles in the liberation of millions in World War II and the US role in the Post World War II War Crimes Trials in Germany and Japan. * 6. Add: " Including but not limited to the American defeat of Imperial Germany, Nazi 	<p>3.45%</p>

	<p>Germany, Imperial Japan, and Soviet Russia; and the creation of the UN, NATO, GATT, the World Bank, and the International Monetary Fund.”*</p> <p>7. Recommend change to read: "Evaluate U.S. foreign policies, conflicts, and international relationships and their effects on the United States of America as well as other regions and countries from 1898 until 2010. Including but not limited to US opposition to Soviet expansionism in the Cold War, US roles in the liberation of millions in World War II and the US role in the Post World War II War Crimes Trials in Germany and Japan. ”*</p>	
<p>US.C.3 Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, and the Contract with America.</p>	<ol style="list-style-type: none"> 1. CRT or anything like it is racism and hate. 2. This topic should be addressed in a way that does not divide, stress, demean, victimize, shame, or assign guilt to our children based on racial, social, cultural, gender, economic, or religious differences. Each child is unique and has value. I pray that politics will be kept out of the education of our girls and boys in this wonderful state. 3. There seems to be a myriad of Critical Theory titrated throughout the new Social studies Standards. I think before we venture down this path that there should be some history behind this movement. In the 50's there was a huge push from the Marxist coalition to push the same Critical Theory practices used to divide the former USSR down class based lines. That did not go well here as the middle class was exploding in the years following WW2. They have since repackaged it into this CRT, Critical Gender Theory, etc we see today. Since the country could not be divided amongst class and wealth they chose the tinderbox of race. The end goal to fracture the country, remove all unity of the past with removal of our history (good and bad), and teach us to be ashamed of our heritage (good and bad). What do you think the longterm goal is? Do you think its a good idea to teach the future of America to put race at the forefront of every situation past, present, and future? Who is going to keep this place going if everyone is taught to hate themselves? I'd like to know if you can name one country/nation on earth founded without war and slavery? Colonialism took the native lands.... who did the natives get it from? 	<p>3.94%</p>

Someone somewhere lost it whilst a winner took the spoils as it were. This is the nature of world and how it actually exists outside of a academic framework. The real world as they say, beyond the pages of a book and a place where when ideas fail there can be catastrophic consequences. The world plays for keeps. It would behoove us to strengthen our ties and quit ripping this place apart. This constitutional republic cannot stand against the world fractured....

4. Replace with: "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, and the Contract with America, the Tea Party, and Make America Great Again."*
5. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all.
6. "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again."*
7. Please change to "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women's Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again." please change to "Explain the goals, strategies, and effects of social, economic, and political movements in the period 1898 to 2010. Including but not limited to the

	<p>Progressive movement, the Immigration Restriction League, the Lausanne Movement, the Civil Rights movement, counterculture, American Indian Movement, Chicano Movement, Women’s Rights movement, STOP ERA, the Moral Majority, the Contract with America, the Tea Party, and Make America Great Again.”*</p> <p>8. Add: (Progressive movement,)”the Immigration Restriction League, the Lausanne Movement,” Add: (Women's Rights Movement,) "STOP ERA, the Moral Majority," Delete: "and" (the Contract...America,) Add: "the Tea Party, and Make America Great Again.””*</p>	
<p>US.C.4 Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, use of airplanes and tanks during World War I, the Tuskegee Airmen and Navajo Code talkers during World War II, and the Manhattan Project.</p>	<ol style="list-style-type: none"> 1. Replace with: US.C.4. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”* 2. “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”* 3. Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the Tuskegee Airmen, Navajo Code Talkers, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.* 4. Please change to “Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited 	<p>2.96%</p>

	<p>to the Rough Riders during the Spanish American War, Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.”*</p> <ol style="list-style-type: none"> 5. Delete: "use of airplanes and tanks during World War I, the Tuskegee Airmen and Navajo Code talkers during World War II, and the Manhattan Project." 6. Explain the role of the military and technology during conflicts involving the United States of America from 1898 to 2010. Including but not limited to the Rough Riders during the Spanish American War, Walter Reed, the Great White Fleet, Billy Mitchell, aircraft carriers, strategic bombing, the Tuskegee Airmen, Navajo Code Talkers, the MIT Radiation Laboratory, the Manhattan Project, rockets, nuclear submarines, satellites, stealth technology, and military medicine.* 	
<p>US.C.5 Explain the role of public sentiment and efforts on the homefront during conflicts involving the United States of America from 1898 to 2010. Including but not limited to isolationism, victory gardens and the support of women during World War I and World War II, and the anti-war movement during the Vietnam War.</p>	<ol style="list-style-type: none"> 1. Recommend change to read: " Explain the role of public sentiment and efforts on the home front during conflicts involving the United States of America from 1898 to 2010. Including but not limited to isolationism, victory gardens and the support of women during World War I and World War II, the Sedition Act in World War I, and the anti-war movement during the Vietnam War." 2. "In general, it is noted through out the US History Standards a start date of 1898 – 2010. Further in the standard US.C.5 US.C.5 - Explain the role of public sentiment and efforts on the Homefront during conflicts involving the United States of America from 1898 to 2010. Including but not limited to isolationism, victory gardens and the support of women during World War I and World War II, and the anti-war movement of the Vietnam War. As a Military Dependent/ Parent and Educator I feel that our students must be presented the facts. Historical facts, unchanged, unaltered with nothing omitted regardless of whether or not we agree, We should always present our material in a fashion that provides our students with the opportunity to make a rational and fair-minded decision about their environment. Our overall goal as Public School Educators should be to develop “Productive Citizen with a Purpose”. Without the foundation developed by our 	<p>1.48%</p>

diverse and rich history which gives us the freedom to be the privilege to live in this great and wonderful country, America as a democracy will become lost. The struggle and debate of our Founding Fathers that created the Declaration of Independence and the Constitution from which we draw our principals provide for our security as a Nation as well as the freedoms of all American Citizens. Our Military for centuries has been our defenders-striving worldwide to bring peace to others as well as to propagate the concept of democracy. As a Military Dependent of Marine Officer that served in Vietnam during a major part of my childhood (three 18-month tours) just the notion that my students and grandchildren will have to hear one side of the story (the anti-war movement) breaks my heart. I lived during that time; I experienced the hate. When my Father returned Home, He could not even travel in his uniform. He died because of Agent Orange in 1994 along with a multitude of Marines that had served with him creating waterways for the Vietnamese people. I lived through the turbulent times of desegregation during my school years, I had the experiences to hear great Americans like Dr Martin Luther King. The words of Dr King still need to be heard today "Love Not Hate" "Non-Violence Not Violence". I have lived by the words of my High School American History teacher "A person is a person no matter what color, race or creed". Our history cannot be changed and should be taught in its entirety. The Development of a sense of pride in America through actively recognizing our history, national symbols and our freedoms instill in students of all ages from K to 12 why we are the greatest country in the world. What a Democratic Society is helps the student to be molded into the productive citizen we so desire them to be. Standards are the focus of all Educators regardless the subject they are chosen to teach. As a twenty-year veteran of the classroom teaching PreK 3 & 4 to Second grade Religion in a Catholic School to Three-year old's in the Federally funded Head Start Program to the move into the High School. Our knowledge, our experiences bring value to our classroom environment. It is critical that we understand the student holistically. By discovering the background of our students and meeting

them where they are helps us to grow our students to where they need to be. The ability to read, write and have proper penmanship is critical to the success of all age levels. Gaining the trust and respect of each student helps us the Educator to open the doors to learning. With fair and equitable standards, we are given the necessary tool we need to bring our students forward through the appropriate grade level and help them to become the successful and productive Louisiana Citizen that we deserve to be. It is very clear that we must always start at the beginning to truly understand and learn especially with History that is why I felt it necessary to comment at this time. As a student develops repetition is necessary. To develop a productive Louisiana Citizen, we need to instill the value of our American Heritage and traditions along with the colorful history of our great State of Louisiana. We need to develop Honor, Respect and Tradition in our students. Which is so clear when you study the rich history of our Beloved America. I further feel that you don't just present a problem or negative action within a comment so here is my solution and/or addition to the missing elements in the American History Standards. First, I would start our American History Standards from the beginning. By focusing on a starting date of 1898, The Spanish American War we are leaving out many critical aspects that are necessary in discovering the foundation of our country. What has made us the people that we are -why we are known as Americans. Our foundation is critical in the development of a clear understanding of who we are as a Nation as well as a State- what happened before within our Country. When we start at that date, we eliminate one of the greatest events in American History not just our development and purpose as a democratic nation but the greatest land deal in the History of the World (which pertains directly to our great State) the Louisiana Purchase. Example can we start with BEGINNINGS TO 1620 STANDARD 1 Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450. 1A The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages. Therefore, the student can – Explain the common

elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization. [Analyze multiple causation]/ Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. [Compare and contrast different sets of ideas]/ Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [Reconstruct patterns of historical succession and duration]/Explore the rise and decline of the Mississippian mound-building society. [Analyze multiple causation] 1B The student understands changes in Western European societies in the age of exploration. Therefore, the student can - Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. [Identify historical antecedents]/Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and the uses of labor. [Analyze cause-and-effect relationships]/Explain the causes and consequences of European Crusades in Iberia and analyze connections between the Christian crusading tradition and European overseas exploration. [Analyze multiple causation]/Explain dissent within the Catholic Church and analyze the beliefs and ideas of leading religious reformers. [Explain the influence of ideas]/Analyze relationships among the rise of centralized states, the development of urban centers, the expansion of commerce, and overseas exploration. [Identify historical antecedents]/Describe major institutions of capitalism and analyze how the emerging capitalist economy transformed agricultural production, manufacturing, and the uses of labor. [Analyze cause-and-effect relationships] 1C The student understands developments in Western African societies in the period of early contact with Europeans. Therefore, the student can - Describe the physical geography of West and Central Africa and analyze its impact on settlement patterns, cultural traits, and trade. [Draw upon

data in historical maps/Describe general features of family organization, labor division, agriculture, manufacturing, and trade in Western African societies. [Analyze multiple causation]/Describe the continuing growth of Islam in West Africa in the 15th and 16th centuries and analyze interactions between Islam and local religious beliefs and practices. [Examine the influence of ideas]/ Analyze varieties of slavery in Western Africa and the economic importance of the trans-Saharan slave trade in the 15th and 16th centuries. [Analyze multiple causation]/Analyze the varying responses of African states to early European trading and raiding on the Atlantic African coast. [Analyze cause-and-effect relationships] 1D The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492. Therefore, the student can - Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems]/Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations]/ Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions]/Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. [Compare and contrast the influence of ideas]/Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems] STANDARD 2 How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples. 2A The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries. Therefore, the student can - Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. [Draw upon data in historical maps]/Evaluate the significance of Columbus' voyages and his interactions with

indigenous peoples. [Assess the importance of the individual in history]/Compare English, French, and Dutch motives for exploration with those of the Spanish. [Compare and contrast different sets of ideas]/Appraise the role of national and religious rivalries in the age of exploration and evaluate their long-range consequences. [Consider multiple perspectives]/Evaluate the course and consequences of the “Columbian Exchange.” [Hypothesize the influence of the past] 2B The student understands the Spanish and Portuguese conquest of the Americas. Therefore, the student can Describe the social composition of the early settlers and compare their various motives for exploration and colonization. [Compare and contrast differing sets of ideas]/Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. [Examine the influence of ideas]/Describe the evolution and long-term consequences of labor systems such as encomienda and slavery in Spanish and Portuguese America. [Appreciate historical perspectives]/ Analyze connections between silver mined in Peru and Mexico and the rise of global trade and the price revolution in 16th-century Europe. [Analyze cause-and-effect relationships] COLONIZATION AND SETTLEMENT (1585-1763) STANDARD 1 Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean. 1A The student understands how diverse immigrants affected the formation of European colonies. Therefore, the student can Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. [Consider multiple causation]/Explain why so many European indentured servants risked the hardships of bound labor overseas. [Consider multiple perspectives]/Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. [Compare competing historical narratives]/Compare the social composition of English, French, and Dutch settlers in the 17th and 18th centuries. [Interrogate historical data]/Trace the arrival of Africans in the European colonies in

the 17th century and the rapid increase of slave importation in the 18th century. [Reconstruct patterns of historical succession and duration] I continue with items such as in this area of our history: Standard 2: How political, religious, and social institutions emerged in the English colonies Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

THE NEW NATION (1754-1820s) Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory Standard 2: The impact of the American Revolution on politics, economy, and society Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

EXPANSION (1801-1861) Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions Standard 3: The extension, restriction, and reorganization of political democracy after 1800 Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period

CIVIL WAR AND RECONSTRUCTION (1850-1877) Standard 1: The causes of the Civil War. Standard 2: The course and character of the Civil War and its effects on the American people Standard 3: How various reconstruction plans succeeded or failed

THE DEVELOPMENT OF THE INDUSTRIAL UNITED STATES (1870-1900) Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes Standard 4: Federal Indian policy and

	<p>United States foreign policy after the Civil War Then we can move into the time period of 1898 /Spanish American War to Present Thank you for the opportunity to present my comments and solutions"</p> <p>3. Explain the role of public sentiment and efforts on the home front during conflicts involving the United States of America from 1898 to 2010. Including but not limited to isolationism, victory gardens and the support of women during World War I and World War II, the Sedition Act in World War I, and the anti-war movement during the Vietnam War.</p>	
<p>US.C.6 Explain the role of political and military leaders in domestic and foreign affairs, conflicts, and policies during the period 1898 to 2010.</p>	<p>1. Give examples of who should be included</p>	<p>0.49%</p>
<p>US.C.7 Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holocaust, the Cambodian genocide, the Rwandan genocide, and ethnic cleansing.</p>	<p>1. Replace with: "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide." Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."*</p> <p>2. This is a narrow foreign policy standard that honestly looks like it has incredibly limited application in the specific study of US history. I believe it would be better combined with US.C.2, altering the language in US.C.2 to incorporate inclusion of genocide.</p> <p>3. Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, Stalin's Holodomor, the Nanjing Massacre,</p>	<p>4.43%</p>

the Holocaust, The Tibetan genocide, China's Great Leap Forward (genocide), the Cambodian genocide, the Rwandan genocide, and ethnic cleansing in Yugoslavia.*

4. "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide." Note: Radical activists now refer to American assimilation policies as "cultural genocide." Louisiana should only retain this item if it carefully defines "genocide" as "the deliberate murder of a large portion of an entire nation."*
5. "As BESE conducts its review of social studies curricular standards, we write to express our concerns about how prohibiting certain concepts referred to as "divisive" would negatively impact the education of Louisiana students. Founded in 1913 in response to an escalating climate of anti-Semitism and bigotry, ADL is a leading anti-hate organization with the timeless mission to protect the Jewish people and to secure justice and fair treatment for all. Today, we continue to fight all forms of hate with the same vigor and passion. ADL's ultimate goal is a world in which no group or individual suffers from bias, discrimination, or hate. ADL is a non-profit, non-partisan organization. As a preliminary matter, based upon ADL's core values and mission, we believe that hate is learned and can be unlearned. Furthermore, ADL firmly believes that education is the best antidote to countering hatred and bigotry in society. To that end, none of the following concepts have any place in Louisiana's public schools: • That one race or sex is inherently superior or inferior to another race or sex; • That an individual should be discriminated against, favored, or receive differential treatment solely because of the individual's race or sex; and • That an individual should be treated disrespectfully regarding that individual's race or sex. However, ADL is deeply concerned that steering education of our students away from the difficult lessons of the past, including lessons that make students "uncomfortable," would undercut their

learning, and ill-prepare them for post-secondary education and beyond. For example, such prohibitions would undermine Holocaust education in Louisiana Schools. ADL is an expert in the impact and delivery of Holocaust education. We strongly believe that learning about the Holocaust and its lessons of unchecked anti-Semitism and racism is one of the best ways to fight prejudice and discrimination, and to help ensure that genocide and such atrocities never happen again. Echoes and Reflections, a Holocaust education curriculum formed in collaboration with ADL, Yad Vashem and the Shoah Foundation, , teaches the horrific, unvarnished truth of the Holocaust and the factors that led to the genocide of the Jewish people and millions of others in an age-appropriate manner. These lessons can be particularly difficult for students whose backgrounds are connected to the victims or perpetrators of the Holocaust. Even so, the importance of learning these lessons is critical for all students. Based upon decades of experience, only through these uncomfortable and challenging conversations can students gain a full understand of the history and warning signs, and the universal lessons of the Holocaust, which are:

1. The Fragility of Democracy: It has been said that the Holocaust began not with gas chambers, but with words. Studying the Holocaust has the potential to teach us how precious and how fragile democracy can be. The Nazis and the Nazi-controlled government had to first trample on and effectively destroy democratic values and civil rights before they could legally discriminate, demonize, dehumanize, and then murder 6 million human beings based on the fiction of race superiority and the use of racial hatred. The Holocaust is a case study in how much the viability and sustainability of a democracy depend on its citizens and their willingness to stand up to anti-democratic forces.
2. Respect for Differences: The Holocaust began because average German citizens had anti-Semitism reinforced in their homes, religious institutions, and broader society. They were taught that one group of people was worth less than others. This hateful and false lesson enabled the average German citizen – and many of their fellow Europeans – to see Jews as not worthy of living among them as Jews, then as not

worthy to live among them, and finally as not worthy to live at all. 3.

Understanding Where Prejudice Can Lead: Teaching the Holocaust can help students learn about the underlying ramifications of prejudice, racism, and stereotyping. The Holocaust will forever serve as a dramatic warning about the capacity of human beings, who, when prodded and backed by state power, are capable of the murder of millions of innocent people. The murder of six million Jews — including 1.5 million children – and millions of others by their fellow Europeans was possible only because many millions of other people accepted narratives of hate about fellow human beings, ignored their desperate pleas for help, and, in some cases, were actively complicit in their persecution, torture and murder. The need for these challenging and uncomfortable lessons is as important now as it has ever been. Indeed, a recent national survey by the Claims Conference found that: [T]here are critical gaps both in awareness of basic facts as well as detailed knowledge of the Holocaust, and there is a broad-based consensus that schools must be responsible for providing comprehensive Holocaust education. In addition, a significant majority of American adults believe that fewer people care about the Holocaust today than they used to, and more than half of Americans believe that the Holocaust could happen again. While ADL writes to emphasize the importance of Holocaust education through our expert lens, nothing we are saying should be read to diminish or de-emphasize the importance of teaching the unvarnished and challenging lessons of American history, particularly when it comes to issues of race and racism in our nation. In fact, a central lesson in Holocaust education is that the Nazi’s Nuremberg laws adopted in 1935 and used to systematically victimize Jews and others were directly drawn from the laws of the Jim Crow South, specifically North Carolina. Just like Holocaust education, effective learning about race in America requires students to be comprehensively taught the ugly, unvarnished truth of the role the government played in slavery and segregation, and the lingering effects of these institutions. These lessons are not limited only to African Americans, but include the oppression of Asian Americans,

Native Americans, and others. Like Holocaust education, these hard lessons may be particularly difficult for some students. This, however, does not diminish their importance. Our ability to move forward towards a truly equal future requires that the next generation understand how to learn from the difficult lessons of our past. The time is coming when there will be no more Holocaust survivors to educate from direct experience and the same holds true for those who witnessed firsthand the cruelty of both the government and individuals during the Jim Crow era. By avoiding these hard conversations, we limit how we heal, how we move forward, and how we treat one another. Lessons on antisemitism, racism and other forms of hate and bigotry are not limited to the curricula taught in the classroom. Based upon our day-to-day work, incidents of hate, bias and bigotry are an everyday occurrence in Louisiana schools. These impact students' ability to learn successfully and feel safe in their school settings. It is critical that schools be able to effectively take steps to further their students' well-being and sense of belonging. This goes far beyond merely punishing the wrongdoer; these are teachable moments for the entire school community that require drawing upon difficult conversations about overcoming hatred and bias to create a welcoming learning environment for all. ADL strongly encourages the Board of Elementary and Secondary Education to resist the pressure to limit instruction around difficult lessons of our past, and our present, and to ensure that Louisiana social studies curricula accurately teach all of our histories. That will ensure that our students do not repeat the mistakes of the past as they take on the complexities of the world they will inherit."

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

	<p>genocide, the Holodomor, the Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, and the Rwandan genocide.” Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”*</p> <p>7. Add: (Armenian genocide,) "the Holodomor, (the Nanjing.....the Holocaust,) "the Tibetan genocide," (Cambodian genocide,) "and" (Rwandan genocide.) Delete: "and ethnic cleansing." Note: Radical activists now refer to American assimilation policies as “cultural genocide.” Louisiana should only retain this item if it carefully defines “genocide” as “the deliberate murder of a large portion of an entire nation.”*</p> <p>8. Recommend change to read: "Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, Stalin's Holodomor, the Nanjing Massacre, the Holocaust, The Tibetan genocide, China's Great Leap Forward (genocide), the Cambodian genocide, the Rwandan genocide, and ethnic cleansing in Yugoslavia."*</p> <p>9. Analyze the origins, consequences, and legacies of genocides that occurred in world history and their influence on U.S. foreign policy from 1898 to 2010. Including but not limited to the Armenian genocide, Stalin's Holodomor, the Nanjing Massacre, the Holocaust, The Tibetan genocide, China's Great Leap Forward (genocide), the Cambodian genocide, the Rwandan genocide, and ethnic cleansing in Yugoslavia.*</p>	
<p>US.C.8 Evaluate the social, political, and economic changes that have influenced the interpretation of the Constitution and evolution of law from 1898 to 2010. Including but not limited to</p>	<ol style="list-style-type: none"> 1. The American Constitution nor history should be changed. 2. As a former Hs social studies teacher, I am so happy to see the emphasis on differing points of biew. Looking at history through the eyes of minorities and those under represented is so important. By allowing all students to see different perspectives can be life changing to the learner. 3. Evaluation is ok, but depending on the details how all of these standards are implemented. Will teachers be able to show different of opinions or will it be 	<p>1.97%</p>

<p>Schenck v. United States (1919), Korematsu v. United States (1944), World War I, and Prohibition</p>	<p>biased taught more from one perspective than the other? If these are aligned with a state assessment, such as the LEAP 2025, than all the standards will be conformed only to the creators of that assessment. Teachers will have less freedom to give students a wide and diverse range of material to evaluate and make their own judgement.</p> <p>4. Good item!</p>	
<p>US.C.9 Evaluate how civic and democratic principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.</p>	<ol style="list-style-type: none"> 1. The following comment goes for this standard as well as all of them. It will be very hard as a teacher to implement these standards as they are not written in chronological order. It would be much easier in order in which they occur in history than jumping around by theme. The wide span of years that are included in this and each standard, 1898-2010, is 112 years to sort through. 2. Replace "democratic" with "American. Note: This is too vague as written. Unless it is clarified, it should be deleted. 3. This comment is for K-12 as I have other children besides my high schooler. I do not agree with these standards. My reasons are as follows: 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.), 2) Remove general references to community, governments, people, and replace with specific references to America, parish, state, nation, Louisiana, elected officials, etc. and 3) Only facts should be taught, not feelings. CRT has no place in our school system. 4. This is a really poorly written standard which is very unclear to me as it does not help to define "civic and democratic principles" and "applied" during "various historical events". It reads like a catch all and could be (and needs to be) significantly improved to clarify what the targeted outcome of this standard is. 5. American principle, not a democracy 6. "Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010." Note: This is too vague 	<p>4.93%</p>

	<p>as written. Unless it is clarified, it should be deleted.*</p> <ol style="list-style-type: none"> 7. Please change to “Evaluate how civic and American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.” Note: This is too vague as written. Unless it is clarified, it should be deleted.* 8. Delete: "democratic" Add: "American" Note: This is too vague as written. Unless it is clarified, it should be deleted. 9. Recommend change to read: "Evaluate how civic and American principles were applied or violated, at home and abroad, during various historical events in the period 1898 to 2010, including but not limited to Woodrow Wilson's arrest of dissidents in World War I, the internment of Japanese citizens in World War II, the Palmer Raids and abuses by the intelligence community from 1947-1973 (Church Hearings)" 10. Evaluate how civic and American principles were applied or violated, at home and abroad, during various historical events in the period 1898 to 2010, including but not limited to Woodrow Wilson's arrest of dissidents in World War I, the internment of Japanese citizens in World War II, the Palmer Raids and abuses by the intelligence community from 1947-1973 (Church Hearings)* 	
<p>US.C.10 Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifa.”* 2. “Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010. Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifa.”* 3. including but not limited to review of groups and events such as the Ku Klux Klan, Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather 	<p>2.96%</p>

	<p>Underground, Timothy McVeigh, Black Panthers, Al Qaeda and ANTIFA. add new item to address 9/11 and war on terror - Analyze the cause and effects of the 11 Sep 2001 terror attack on the US. Including not limited to US non-response to attacks in 1990s (first World Trade Center attack in 1993, Khobar Towers, bombings of US Embassies in Kenya and Tanzania, etc.), and the ensuing Global War on Terrorism and the pursuit of terror leaders and organizations</p> <p>4. Please change to “Evaluate how civic and democratic American principles were applied, at home and abroad, during various historical events in the period 1898 to 2010.” Note: This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>5. Add: "Including but not limited to the Ku Klux Klan, the Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather Underground, the Black Panthers, Timothy McVeigh, Al Qaeda, and Antifa."*</p> <p>6. Analyze the causes and effects of domestic and foreign terrorism on the United States of America from 1898 to 2010, including but not limited to review of groups and events such as the Ku Klux Klan, Anarchist Bombings in 1919, Fuerzas Armadas de Liberación Nacional, the Weather Underground, Timothy McVeigh, Black Panthers, Al Qaeda and ANTIFA. RECOMMENDED ADDITION: A linchpin event in US history after the turn of the 21st century was the 9/11 attack and US expansion and involvement in the Global War on Terror; please consider this event as a stand alone item Analyze the cause and effects of the 11 Sep 2001 terror attack on the US. Including not limited to US non-response to attacks in 1990s (first World Trade Center attack in 1993, Khobar Towers, bombings of US Embassies in Kenya and Tanzania, etc.), and the ensuing Global War on Terrorism and the pursuit of terror leaders and organizations</p>	
<p>US.C.11 Analyze how Louisiana and U.S. politics and government influenced one another from 1898 to 2010.</p>	<ol style="list-style-type: none"> 1. This should be covered in Louisiana History in middle school. 2. 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. 	<p>1.48%</p>

	<p>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. If we expect the students to truly analyze how Louisiana and U.S. politics and government influenced one another we have to do so without bias and allow students to gather their own understanding from the facts not the teachers bias.</p> <p>3. This is too broad. Please clarify.</p>	
<p>US.E.1 Evaluate the influence of inventions and technology on the rise of consumerism and the availability of credit starting in the 1920s.</p>	<ol style="list-style-type: none"> 1. how about focusing the expansion of the economy instead of rise of consumerism 2. Evaluate the influence of inventions and technology on the rise of consumerism, an expanded US economy, and the availability of credit starting in the 1920s. 	<p>0.99%</p>

<p>US.E.2 Explain how the U.S. government manages the economy and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.</p>	<ol style="list-style-type: none"> 1. Replace "manages" with "attempts to manage"* 2. Change "manages" to "attempts to manage"* 3. "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession." 4. the government does not manage a capitalism economy. this item should be removed. government managed economy is socialist and communist practices. 5. Please change to "Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession."* 6. Delete: "manages" Add: "attempts to manage"* 7. Recommend remove US.E.2. The government does not manage an economy in a free country. 8. This item is very ambiguous. Recommend removal. The US government does not direct the economy; it facilitates economic growth or retraction, based on monetary and trade policies. Totally managed economies are a hallmark of socialism and communism; the US has more of a model of free market capitalism where government assists and monitors, not manages. Explain how the U.S. government attempts to manage the economy, and directs public support throughout major domestic and international events. Including but not limited to the role of tariffs and embargoes, propaganda and Committee on Public Information during WWI, and the Great Recession.* 	<p>3.94%</p>
<p>US.E.3 Evaluate the influence of economic trends and the role of private and public economic institutions on events in the history of the</p>	<ol style="list-style-type: none"> 1. Explain the role of the free enterprise system and American ingenuity on the growth of the US economy between 1898 and 2010. Including but not limited to JFK and Ronald Reagan's tax policies, US inventions which bolstered the economy, the "Contract with America" and resulting budget surpluses in the Clinton years 2. Evaluate the influence of economic trends and the role of the private sector and 	<p>0.99%</p>

<p>United States of America from 1898 to 2010. Including but not limited to the Federal Reserve, the Stock Market, and stagflation.</p>	<p>public economic institutions on events in the history of the United States of America from 1898 to 2010. Including but not limited to the Federal Reserve, the Stock Market, monetary supply, tax policy, inflation and stagflation.*</p>	
<p>US.E.4 Analyze how globalization affected the economic development of the United States of America from 1898 to 2010. Including but not limited to the North American Free Trade Agreement (NAFTA), and the World Trade Organization (WTO).</p>	<ol style="list-style-type: none"> 1. NAFTA ended in 2018, replaced by USMCA which was fully implemented in 2020. Please ignore my last comment. I see that this standard covers up to 2010 which would include NAFTA (rather than the more recent version USMCA). 2. This item balances the US.E.4 Explain the role of the free enterprise system and American ingenuity on the growth of the US economy between 1898 and 2010. Including but not limited to JFK and Ronald Reagan's tax policies, US inventions which bolstered the economy, the "Contract with America" and resulting budget surpluses in the Clinton years 	<p>0.99%</p>
<p>US.E.5 Explain how federal and global economic policies affected Louisiana's economic development from 1898 to 2010.</p>		<p>0.00%</p>
<p>US.G.1 Create and use geographic representations, data, and geospatial technologies to analyze historical events in the United States of America from 1898 to 2010. Including but not limited to maps, satellite images, photographs,</p>	<ol style="list-style-type: none"> 1. It's time to put Louisianans above the educational supply chain making millions from the materials they produce in the name of education. Just take a serious look at any tv ad or show and vote from the heart leaving political correctness out of the picture. 	<p>0.49%</p>

charts, and graphs.		
US.G.2 Describe the physical and environmental characteristics of places and regions in the United States of America from 1898 to 2010 and explain how they affected the people who lived here.	1. Keep our history as is!	0.49%
US.G.3 Analyze how technology, natural resources, and economic incentives influenced how people interacted with their environments in the United States of America from 1898 to 2010. Including but not limited to causes of the Dust Bowl, causes of urban and suburban sprawl, and the Great Migration.		0.00%
US.G.4 Evaluate the goals and efficacy of U.S. government environmental policies, regulations, and international agreements from 1898 to 2010.	<ol style="list-style-type: none"> 1. Evaluate the effects (negative and positive) of US government environmental policies. Including but not limited to water supplies and reforestation around the country, the advent of wind and solar energy. 2. ADDITION RECOMMENDATION: Evaluate the effects (negative and positive) of US government environmental policies. Including but not limited to water supplies and reforestation around the country, the advent of wind and solar energy. 	0.99%
US.G.5 Analyze the political, economic, environmental, and social effects of natural and	1. Replace with: . “Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited to the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.”*	3.94%

<p>human-made disasters in the United States of America from 1898 to 2010. Including but not limited to the Triangle Shirtwaist Factory Fire, the Dust Bowl, Hurricane Katrina and the BP Deepwater Horizon oil spill.</p>	<ol style="list-style-type: none"> 2. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."* 3. "Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited to the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."* 4. Analyze the political, economic, environmental, and social effects of natural disasters in the United States of America from 1898 to 2010. Including but not limited to the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina.* 5. Please change to "Analyze the political, economic, environmental, and social effects of natural and disasters in the United States of America from 1898 to 2010. Including but not limited to the Great Mississippi Flood, the Dust Bowl, and Hurricane Katrina."* 6. Delete: "and human made" Delete: "to the Triangle Shirtwaist Factory Fire," Add: "the Great Mississippi Flood" (the Dust Bowl,) "and" (Hurricane....) Delete: "and the BP Deepwater Horizon oil spill."* 7. Concern over balance: This is an acceptable point of discussion, as long as we are not adopting the notion that hurricanes are man-made. Oil spills certainly are, but hurricanes and weather are a point of debate. It is great to debate the topic, but not to present as unassailable fact. 8. Concern over balance: This is an acceptable item, as long as we are not adopting the notion that hurricanes are man-made. Oil spills certainly are, but hurricanes and weather are a point of debate. It is great to debate the topic, but not to present as unassailable fact. 	
<p>US.G.6 Analyze the causes and effects of migration within and to the United States of America from 1898 to 2010.</p>	<ol style="list-style-type: none"> 1. I am very pleased with all the standards that discuss marginalized communities, people of color, equality, and diversity. This is needed. 	<p>0.49%</p>
<p>US.G.7 Analyze ways</p>	<ol style="list-style-type: none"> 1. No to teaching CRT in Louisiana!!!! 	<p>0.49%</p>

<p>people have adapted to the natural environment in Louisiana from 1898 to 2010. Including but not limited to natural disaster mitigation measures such as the levee system or pumping stations.</p>		
<p>Totals</p>	<p>203</p>	<p>100.00%</p>
<p>*Duplicate comments counted as one unique comment.</p>		