

High School World Geography

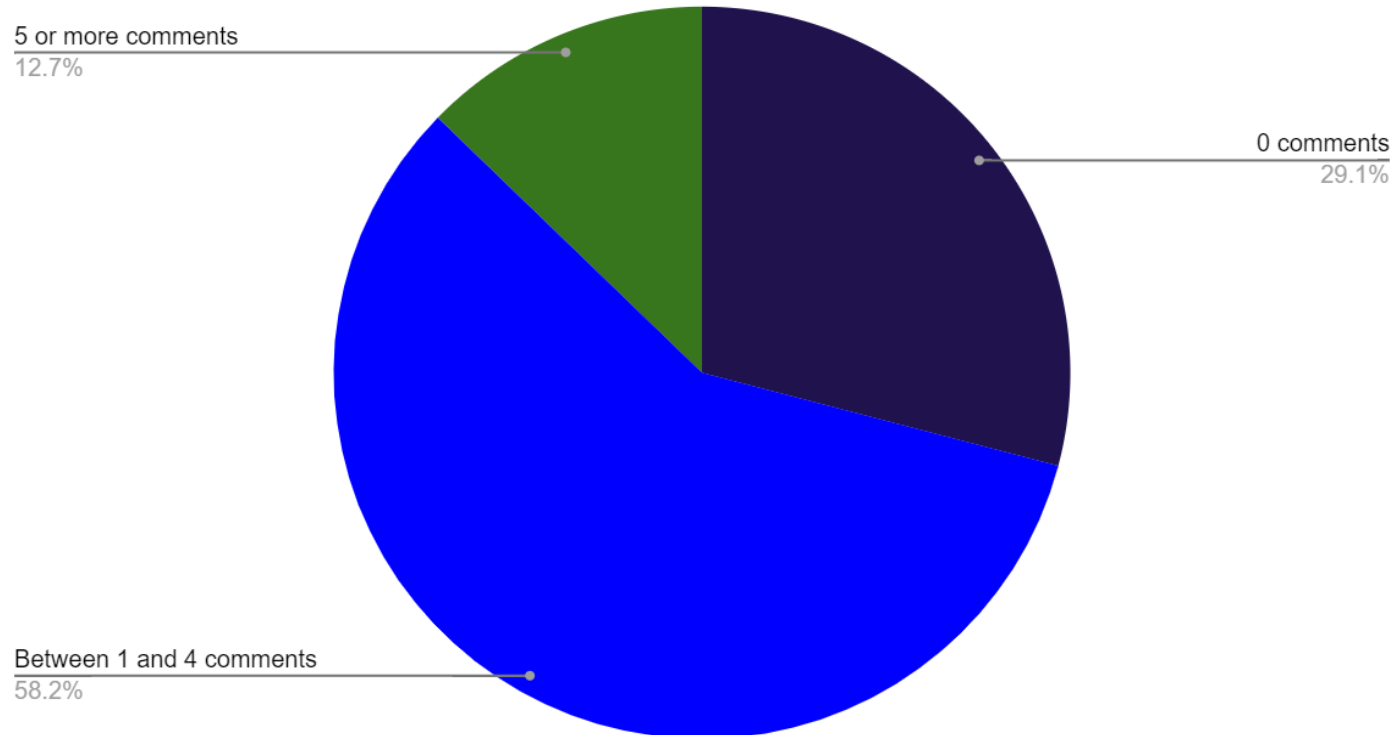
Unique Users: 14

Total Comments: 86

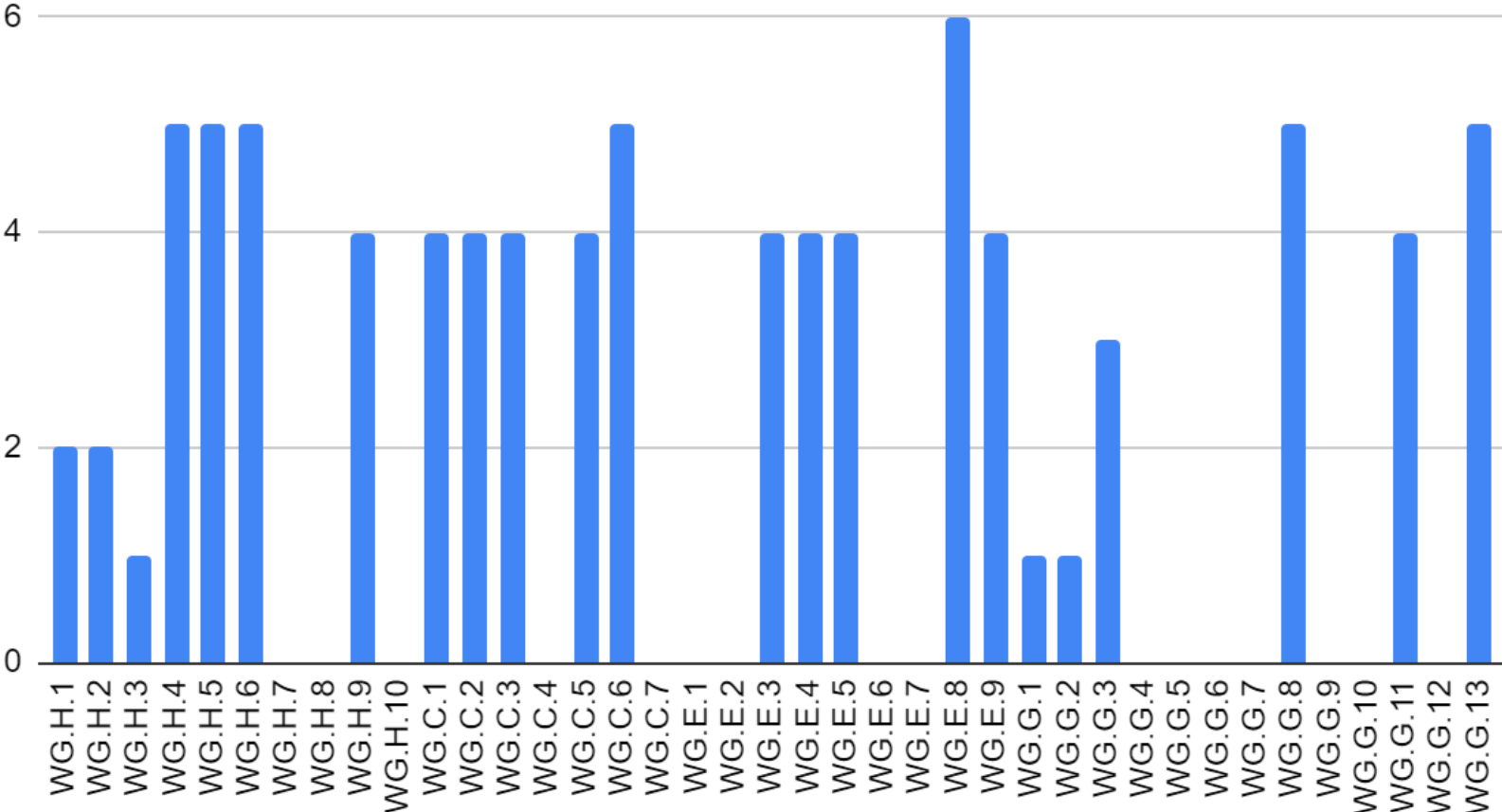
Unique Comments: 38

Number of Unique Users Who Submitted More than 1 comment: 6

High School World Geography Standards



Comments per Standard



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for World Geography
<p>WG.H.1 Explain how economic, social, cultural, political, and environmental factors have historically evolved across various regions of the world.</p>	<ol style="list-style-type: none"> 1. This is too vague as written. Unless it is clarified, it should be deleted. 2. Books that may be helpful to accompany the standard: Kwame Nkrumah: "Neocolonialism", Kwame Nkrumah: "Handbook of Revolutionary Warfare", Frantz Fanon: "Wretched of the Earth", Amílcar Cabral: "Resistance and Decolonization", Aimé Césaire: "Discourse on Colonialism", Walter Rodney: "How Europe Underdeveloped Africa", Thomas Sankara: "Women's Liberation and the African Freedom Struggle", Harry Haywood: "For a Revolutionary Position on the Negro Question", W.E.B. du Bois: "Black Reconstruction", Huey Newton: "Intercommunalism", George Jackson: "Blood in my Eye", Angela Davis: "Are Prisons Obsolete?", Cedrick Robinson: "Black Marxism", Carole B. Davies: "Left of Karl Marx", Kwame Ture: "Ready for Revolution", George Jackson and Soledad brother: "The Prison Letters of George Jackson", Mao Zedong: "Selected World of Mao Zedong", Vladimir Lenin: "State and Revolution", Vladimir Lenin: "What is it to be Done?", The Marcus Garvey and Universal Negro Improvement Association Papers: The Caribbean Diaspora, 1921 - 1922 (Volume 13) by Robert A. Hill, Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association by E. David Cronon, Selected Writings and Speeches of Marcus Garvey (Dover-Thrift Editions), Negro with a Hat: The Rise and Fall of Marcus Garvey by Colin Grant 	<p align="right">2.33%</p>
<p>WG.H.2 Explain the degree to which spatial patterns and relationships have influenced various historical periods in the</p>	<ol style="list-style-type: none"> 1. High School World Geography WG.H.4. This is too vague as written. Unless it is clarified, it should be deleted. WG.H.5. "Explain how landscape features, land, and resource use affect cultural beliefs and customs." WG.H.6. "Evaluate how historical processes including modernization, trade, and migration influence current cultural practices." WG.H.9. "Analyze the historical and contemporary economic influence 	<p align="right">2.33%</p>

world regions.

that Louisiana has on other parts of the United States, and on the broader world.”

WG.C.1. “Compare various systems of government in terms of how well they preserve political and economic liberty.” WG.C.2. “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”

WG.C.3. “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.” WG.C.5. “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.” WG.C.6. “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandra Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Bruit (Nigel Farage).” WG.E.3. “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”

WG.E.4. “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.” WG.E.5. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.” WG.E.8. “Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union.” WG.E.9. “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.” WG.G.3. “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.” WG.G.8. “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power. WG.G.11. “Explain the economic,

social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.” WG.G.13. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.” High School World History WH.H.1. This is too vague as written. Unless it is clarified, it should be deleted. WH.H.2. This is too vague as written. Unless it is clarified, it should be deleted. WH.H.3. “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.” WH.H.4. “Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.” WH.C.2. “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.” WH.C.3. “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.” WH.C.6. “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.” WH.C.7. “Analyze the development and contribution of key Enlightenment ideas to the structure and function of civic and political institutions from 1600 to 2010. Including but not limited to humanism, liberty, tolerance, state of nature, social contract, and natural rights.” WH.C.8. “Analyze the causes, effects, and reactions to imperialism from 1450 to 1945 and the experiences of those who were colonized. Including but not limited to the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and China, and the Soviet empire in Eastern

Europe and Central Asia.” WH.C.9. “Analyze causes and effects of political revolutions of the 18th, 19th, and 20th centuries throughout the world. Including but not limited to the American Revolution, the French Revolution, the Haitian Revolution, the Russian Revolution, the Mexican Revolution, and the Chinese Revolution.” WH.C.10. “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 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.” WH.C.13. “Analyze civic and democratic ideals that have influenced world governments from 1300 to 2010. Including but not limited to freedom, liberty, and equal justice for all.” Note: The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”. WH.C.16. “Analyze goals, strategies, and effects of movements to gain freedom and political and social equality in world history from 1914 to 2010. Including but not limited to violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.” WH.E.1. This is too vague as written. Unless it is clarified, it should be deleted. WH.E.4. “Analyze the wide variety of systems of coerced labor throughout the world and the exceptional emergence of the ideal and practice of free labor in Western Europe and the United States. Including but not limited to Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.” WH.G.2. “Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and the extraordinary rise in the global standard of living since 1800.” WH.G.6. “Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.” WH.G.7. “Analyze how

	<p>advances in communication, technology, and trade affect global interactions from 1300 to 2010.” WH.G.8. “Analyze patterns of population distribution and migration from 1300 to 2010. Including but not limited to urbanization, the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.”</p> <p>2. This is too vague as written. Unless it is clarified, it should be deleted.</p>	
WG.H.3 Analyze how geographic patterns and processes have changed and continued over time.	<p>1. Change to “Evaluate the influence of science, technology, innovations, and explain how these developments have altered societies in the world from 1300 to 2010. Including but not limited to the printing press, the Scientific Revolution, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology.”</p>	1.16%
WG.H.4 Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.	<p>1. This is too vague as written. Unless it is clarified, it should be deleted.</p> <p>2. Support this one. Different perspectives are so important in understanding how much we do not know and learning it.</p> <p>3. “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.” Note: This is too vague as written. Unless it is clarified, it should be deleted.*</p> <p>4. Change to " Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”</p> <p>5. . “Connect past events, people, and ideas to the present, use different perspectives to draw conclusions, and suggest current implications.” Note: This is too vague as written. Unless it is clarified, it should be deleted.*</p> <p>6. Not sure how this is tied to the study of geography</p>	5.81%
WG.H.5 Explain how landscape features, land, and resource use reflect cultural beliefs, customs, and identities.	<p>1. Replace with: “Explain how landscape features, land, and resource use affect cultural beliefs, and customs.”*</p> <p>2. “Explain how landscape features, land, and resource use affect cultural beliefs, and customs.”*</p> <p>3. what does this have to do with world geography?</p>	5.81%

	<ol style="list-style-type: none"> 4. Change to “Explain how landscape features, land, and resource use affect cultural beliefs, and customs.”* 5. Explain how landscape features, land, and resource use reflect cultural beliefs, and customs,* 	
WG.H.6 Evaluate how historical processes including diffusion, colonialism, imperialism, trade, and migration influence current cultural practices.	<ol style="list-style-type: none"> 1. Replace with: “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”* 2. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 3. “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”* 4. Change to “Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.”* 5. Evaluate how historical processes including modernization, trade, and migration influence current cultural practices.* 	5.81%
WG.H.7 Analyze the economic, social, political, and environmental causes and effects of industrialization in various scales of analysis.		0.00%
WG.H.8 Analyze how historical and contemporary migration patterns influence Louisiana’s religious practices, languages, and ethnicities.		0.00%
WG.H.9 Analyze the	<ol style="list-style-type: none"> 1. Replace with: “Analyze the historical and contemporary economic influence that 	4.65%

<p>historical and contemporary economic influence that Louisiana has on other world regions.</p>	<p>Louisiana has on other parts of the United States, and on the broader world.”*</p> <ol style="list-style-type: none"> 2. “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”* 3. Change to “Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world.”* 4. Louisiana is not a world region Analyze the historical and contemporary economic influence that Louisiana has on other parts of the United States, and on the broader world. 	
<p>WG.H.10 Analyze the historical and contemporary influence that globalization has on Louisiana's trade and technology sectors.</p>		<p>0.00%</p>
<p>WG.C.1 Compare various systems of government in terms of division of power, economic ideologies, and power structure.</p>	<ol style="list-style-type: none"> 1. Replace with: “Compare various systems of government in terms of how well they preserve political and economic liberty.”* 2. Replace with: “Compare various systems of government in terms of how well they preserve political and economic liberty.”* 3. Correct to “Compare various systems of government in terms of how well they preserve political and economic liberty.”* 4. This does not seem like a World Geography line item Compare various systems of government in terms of how well they preserve political and economic liberty. 	<p>4.65%</p>
<p>WG.C.2 Evaluate the purpose of political institutions at various levels, local to supranational, and distinguish their roles,</p>	<ol style="list-style-type: none"> 1. Replace with: “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.” 2. Replace with: “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.” 3. Change to “Analyze the origins and emergence of various economic principles and their effects on political institutions throughout the world from 1300 to 2010. 	<p>4.65%</p>

powers, and limitations.	<p>Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism.” Correct to “Evaluate how well local, state, and federal political institutions work to preserve political and economic liberty.”</p> <p>4. Evaluate how well local, state and federal political institutions work to preserve political and economic liberty.*</p>	
WG.C.3 Analyze the role of regional governments and supranational organizations in how human rights issues have been addressed in different countries. Including but not limited to the Universal Declaration of Human Rights (UDHR).	<p>1. Replace with: “Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”*</p> <p>2. Replace with: Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”*</p> <p>3. Change to “Explain the powers and responsibilities of local, state, tribal, national, and international civic, religious, and political institutions and their efforts to address social and political problems.”Correct to . Analyze the birth of the conception of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.”*</p> <p>4. This does not seem like a World Geography line item Analyze the concept of human rights in the aftermath of Nazi atrocities and the role of human rights movements in the resistance to the Soviet and Chinese regimes.</p>	4.65%
WG.C.4 Analyze how political boundaries are created and how they shape political institutions. Including but not limited to superimposed boundaries and physical boundaries.		0.00%
WG.C.5 Describe nations	<p>1. Replace with: “Describe nations and states using appropriate terminology. Including</p>	4.65%

<p>and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations.</p>	<p>but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”*</p> <ol style="list-style-type: none"> 2. Replace with: “Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”* 3. Correct to Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.”* 4. Describe nations and states using appropriate terminology. Including but not limited to the nation-state, and stateless nations such as the Uighurs, the Kurds, and the Catalans.* 	
<p>WG.C.6 Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to apartheid in South Africa and decolonization movements.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandr Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brexit (Nigel Farage).”* 2. Also analyze what has happened after these events. While equality is good, South Africa is a mess and not city on the hill. 3. Replace with: “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandr Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brexit (Nigel Farage).”* 4. Change to “Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires.” Correct to “Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandr Solzhenitsyn, Andrei Sakharov), Chinese dissidents 	<p>5.81%</p>

	<p>(Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brexit (Nigel Farage).”*</p> <p>5. Important item, but it does not seem to be a Geography related topic Analyze actions in various regions taken by individuals and groups to gain freedom, equality, and protect human rights. Including but not limited to Soviet dissidents (Aleksandr Solzhenitsyn, Andrei Sakharov), Chinese dissidents (Chen Guangcheng), apartheid in South Africa (Nelson Mandela), and Brexit (Nigel Farage).</p>	
WG.C.7 Determine how historical and contemporary processes led to the political organization of Louisiana’s regions.		0.00%
WG.E.1 Analyze the distribution of resources and describe their influence on individuals and businesses.		0.00%
WG.E.2 Explain the spatial patterns of industrial production and development. Including but not limited to primary, secondary, and tertiary development.		0.00%
WG.E.3 Describe social and economic measures of development in various	<p>1. Replace with: “Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”*</p>	4.65%

<p>countries including the Gross Domestic Product, Gross National Product, Gender Inequality Index (GDI), and Human Development Index (HDI).</p>	<ol style="list-style-type: none"> 2. Replace with:“Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”* 3. Correct to Describe economic measures of development in various countries including the Gross Domestic Product, Gross National Product, and Purchasing Power Parities.”* 4. This does not seem like a World Geography line item Describe social and economic measures of development in various countries including the Gross Domestic Product, Gross National Product, Gender Inequality Index (GDI), and Human Development Index (HDI) and Purchasing Power Parities. 	
<p>WG.E.4 Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to capitalism, socialism, and communism.</p>	<ol style="list-style-type: none"> 1. Emphasis should be placed on why capitalism is better than communism and socialism. Comparisons should be made to demonstrate that standards of living under capitalism far exceed those under a socialist or communist regime. Why is this standard in World Geography? More emphasis on capitalism should be placed in civics, history, and economic type classes. 2. Replace "capitalism" with "economic liberty" 3. Replace with:“Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to ECONOMIC LIBERTY, socialism, and communism.”* 4. Correct to “Analyze various economic philosophies that influenced the development of economies in various countries. Including but not limited to economic liberty, socialism, and communism.”* 	4.65%
<p>WG.E.5 Analyze how the allocation of resources can impact the distribution of wealth and income across various world regions.</p>	<ol style="list-style-type: none"> 1. “Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”* 2. Replace with:“Analyze how the intelligent use of available resources can affect the distribution of wealth and income across various world regions.”* 3. Correct to “Analyze how of the intelligent use of available resources can affect the distribution of wealth and income across various world regions.* 4. Analyze how the intelligent use of available resources can impact the distribution 	4.65%

	of wealth and income across various world regions.*	
WG.E.6 Evaluate how the acquisition of resources leads to competition among world regions.		0.00%
WG.E.7 Analyze how access and consumption of resources differ in economically developed and economically developing countries.		0.00%
WG.E.8 Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, North Atlantic Free Trade Agreement, and the European Union.	<ol style="list-style-type: none"> 1. Replace "North Atlantic Free Trade Agreement," with "United States–Mexico–Canada Agreement,"* 2. Change "North Atlantic Free Trade Agreement" to United States-Mexico-Canada Agreement."* 3. "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."* 4. Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations,United States–Mexico–Canada Agreement, and the European Union.* 5. Correct to "Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, United States–Mexico–Canada Agreement, and the European Union."* 6. Analyze the role of economic policies and relationships of supranational organizations. Including but not limited to the United Nations, the North Atlantic Free Trade Agreement, the United States-Mexico-Canada Agreement and the European Union.* 	6.98%

<p>WG.E.9 Analyze Louisiana’s economic system and its relationship with other world regions within the context of global interdependence.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”* 2. Replace with: “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”* 3. Correct to “Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.”* 4. Analyze Louisiana’s economic system and its relationship with other world regions within the context of increasing global interdependence.* 	<p>4.65%</p>
<p>WG.G.1 Create and use geographic representations, data, and geospatial technologies to analyze geographic patterns and changes over time. Including but not limited to maps, satellite images, photographs, charts, graphs, population pyramids, GIS, and GPS.</p>	<ol style="list-style-type: none"> 1. RECOMMENDED ADDITION: Describe the basics of cartography and how maps are created. 	<p>1.16%</p>
<p>WG.G.2 Describe the influence of technology on the study of geography and gather geographic information using technological tools.</p>	<ol style="list-style-type: none"> 1. RECOMMENDED ADDITION: Describe the basic science behind the Global Positioning System and how GPS is used in geospatial orientation, navigation and communication. 	<p>1.16%</p>
<p>WG.G.3 Compare and contrast various types of maps and map projections</p>	<ol style="list-style-type: none"> 1. Replace with: “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”* 2. Replace with: “Compare and contrast various types of maps and map projections 	<p>3.49%</p>

and evaluate distortions associated with each map projection.	and evaluate physical distortions associated with each map projection.”* 3. Correct to “Compare and contrast various types of maps and map projections and evaluate physical distortions associated with each map projection.”*	
WG.G.4 Analyze geographic patterns and processes using spatial knowledge of the world’s continents, major landforms, major bodies of water, and major countries.		0.00%
WG.G.5 Analyze how maps and data illustrate territorial divisions and regional classification of the earth’s surface.		0.00%
WG.G.6 Analyze the influence that humans have had on the environment in terms of resources, migration patterns, and climate change at various scales of analysis.		0.00%
WG.G.7 Analyze the influence that human settlement patterns have on the natural		0.00%

<p>environment. Including but not limited to urbanization, agriculture land use, irrigation systems, and natural disaster mitigation.</p>		
<p>WG.G.8 Analyze various scales to determine human influence on global environmental issues. Including but not limited to industrial pollution, resource conservation, land degradation, and climate change.</p>	<ol style="list-style-type: none"> 1. Replace with: “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.”* 2. Replace with: “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.* 3. CONCERN: Pollution, conservation and land degradation are critical topics, as is the changing climate. However, man-made climate change is NOT settled science and should not be presented as such. The climate and weather patterns on earth have changed many times in recorded history, and man had nothing to do with them. A discussion on this point is merited in the spirit of academic and scientific exploration, but man-made climate change should not be presented as settled science. 4. correct to “Analyze various scales to evaluate the effectiveness of different means to manage the environment to maximize prosperity. Including but not limited to industrial pollution regulation, resource conservation, and the adoption of nuclear power.* 5. CONCERN: Pollution, conservation and land degradation are critical topics, as is the changing climate. However, man-made climate change is NOT settled science and should not be presented as such. The climate and weather patterns on earth have changed many times in recorded history, and man had nothing to do with 	<p>5.81%</p>

	<p>them. A discussion on this point is merited in the spirit of academic and scientific exploration, but man-made climate change should not be presented as settled science. Analyze various scales to determine human influence on global environmental issues. Including but not limited to industrial pollution, resource conservation, and land degradation RECOMMENDED ADDITION: Because climate change is such an important topic, it would be beneficial to introduce students to historical events that reflect weather over recorded and analyzed history. This is an effort to provide balance and open discussion Analyze weather and climate changes over time, including the Younger Dryas event, the Dansgaard-Oeschger event, the Paleocene-Eocene Thermal Maximum, Britain's "Little Ice Age" and 20th Century events such as hurricanes and tsunamis and analyze the possibility of human effects on climate and weather patterns over time.</p>	
<p>WG.G.9 Evaluate the consequences of globalization and the acceleration of communication and the diffusion of ideas, information, and culture.</p>		<p>0.00%</p>
<p>WG.G.10 Evaluate the factors that contribute to cooperation and conflict at various regional scales of analysis. Including but not limited to trade, natural resources, and land acquisition.</p>		<p>0.00%</p>
<p>WG.G.11 Explain the</p>	<p>1. Replace with: "Explain the economic, social, demographic, political, and</p>	<p>4.65%</p>

<p>economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to colonialism and imperialism.</p>	<p>environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”*</p> <ol style="list-style-type: none"> 2. Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states* 3. Replace with:“Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”* 4. Correct to “Explain the economic, social, demographic, political, and environmental effects of historical processes. Including but not limited to Nazism, communism, and industrial development policies of postcolonial states.”* 	
<p>WG.G.12 Evaluate the economic, social, political, and environmental effects of regional, national, and international migrations throughout various historical periods.</p>		<p>0.00%</p>
<p>WG.G.13 Analyze the influence that globalization, industrialization, natural resource allocation, and environmental issues have on Louisiana and the United States.</p>	<ol style="list-style-type: none"> 1. Replace with: “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”* 2. “Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”* 3. Replace with:“Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”* 4. Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.* 5. Correct to Evaluate the effectiveness of different means to manage the environment to maximize prosperity in Louisiana and the United States.”* 	<p>5.81%</p>

Totals	86	100.00%
*Duplicate comments counted as one unique comment.		