

High School World History

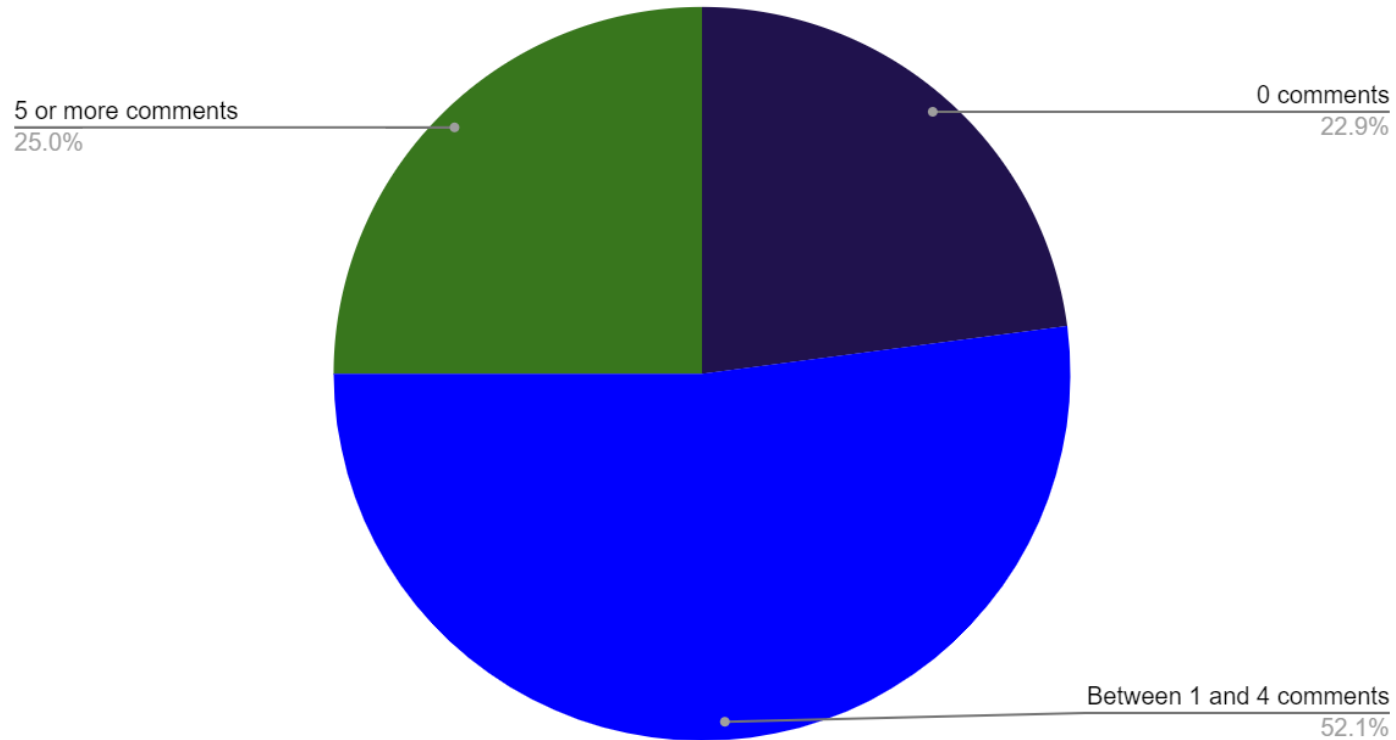
Unique Users: 17

Total Comments: 101

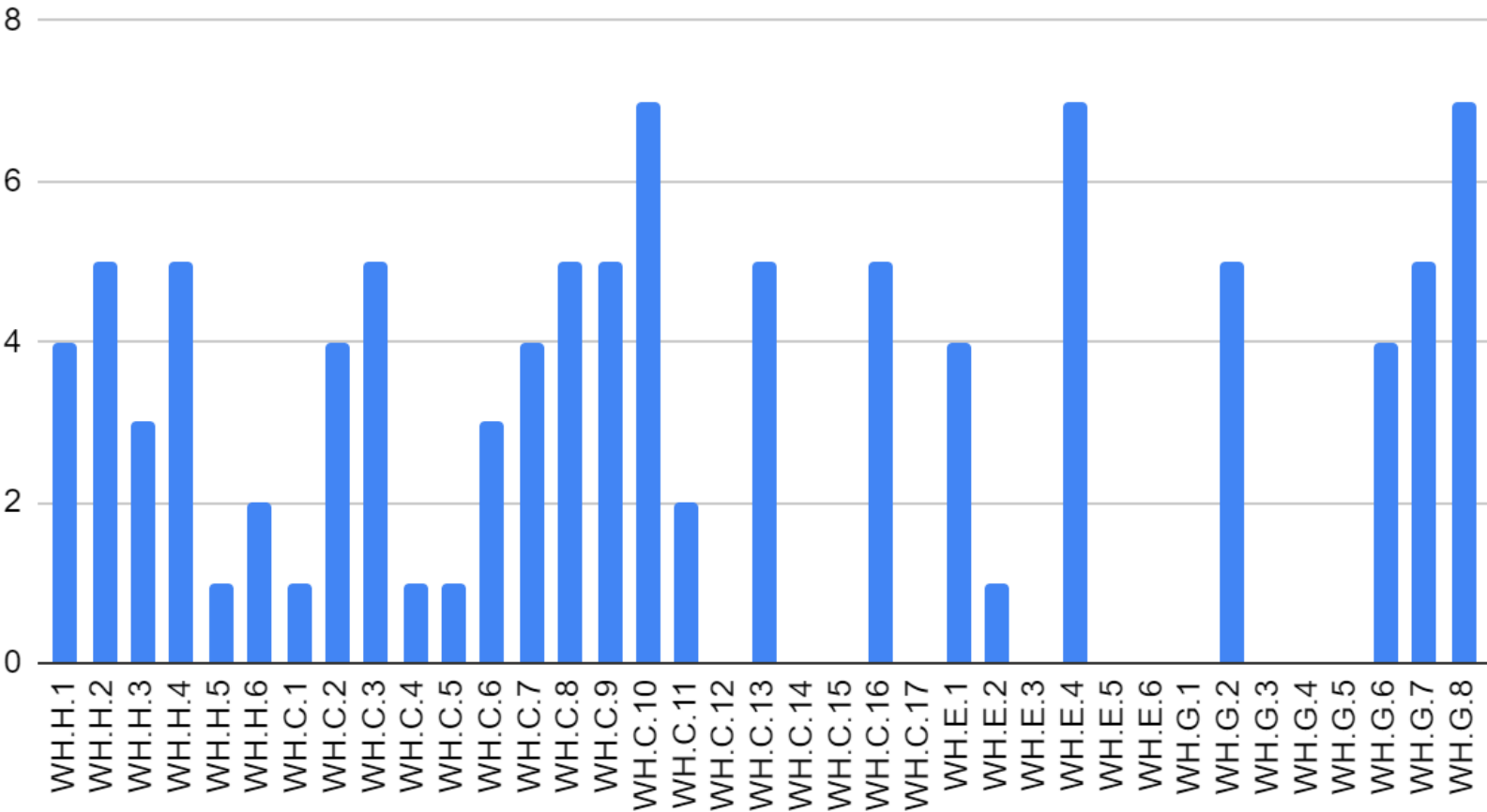
Unique Comments: 58

Number of Unique Users Who Submitted More than 1 comment: 5

High School World History Standards



Comments per Standard



Breakdown by Standards

Standard	Text of Comment(s)	% of total comments submitted for World History
<p>WH.H.1 Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.</p>	<ol style="list-style-type: none"> 1. This is too vague as written. Unless it is clarified, it should be deleted.* 2. “Analyze connections among past and present ideas, events, and developments across time and place. Including but not limited to connections with content before 1300, and since 2010.” Note: This is too vague as written. Unless it is clarified, it should be deleted. 3. This is too vague as written. Unless it is clarified, it should be deleted.* 4. This item is unclear; recommend clarification or deletion 	<p align="right">3.96%</p>
<p>WH.H.2 Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.</p>	<ol style="list-style-type: none"> 1. This is too vague as written. Unless it is clarified, it should be deleted.* 2. After reading over the course requirements for all grades pertaining to Social Studies, I am curious as to why we are starting our students in World History in 1300. I see some coverage of ancient civilizations in elementary school. I do not see continuity in the instruction for World History. There is ample coverage of United States history throughout middle and high school. The lack of focus on World History, especially the time periods that occurred before 1300. Please reconsider this structure for World History. This does not give our students a solid footing to see the connections between all of history to present time. I understand the need to educate students in United States History so that they can be successful on the required exams from the state. World History is vital to ensuring success for college students as their first semesters of history are usually World Civilizations. 3. “Analyze ideas and events in world history from 1300 to 2010 and how they progressed, changed or remained the same over time.” Note: This is too vague as written. Unless it is clarified, it should be deleted. 	<p align="right">4.95%</p>

	<ol style="list-style-type: none"> 4. This is too vague as written. Unless it is clarified, it should be deleted.* 5. Why is this constrained to 1300? One of the predominant forces in the west (Christianity) does not start at 1300, and its formulation and early years are highly germane to how we in the US and the rest of the world function. 	
<p>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 Scientific Revolution, the steam engine, the printing press, and military technology.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. 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 steam engine, the printing press, the Industrial Revolution, the nineteenth-century invention of the modern intellectual disciplines, the industrial revolution, and military technology." 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."* 	2.97%
<p>WH.H.4 Evaluate historical events from a variety of historical and cultural perspectives that occurred</p>	<ol style="list-style-type: none"> 1. see comment for US history standard. 2. Replace with: "Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010."* 3. Delete and replace with: "Evaluate the beliefs of individuals and groups about 	4.95%

<p>from 1300 to 2010. Including but not limited to imperialists vs. independence movements, political and economic ideologies, class, race, ethnicity, religion, and gender.</p>	<p>multiple events that occurred from 1300 to 2010.”*</p> <ol style="list-style-type: none"> 4. Change to Evaluate the beliefs of individuals and groups about multiple events that occurred from 1300 to 2010.”* 5. This time frame is constraining 	
<p>WH.H.5 Analyze causes and effects of events and developments from 1300 to 2010 including but not limited to the 14th-century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, global conflicts of the 20th century, decolonization, and globalization.</p>	<ol style="list-style-type: none"> 1. Keep Critical Race Theory out of our schools. It is itself racist and divisive and works against the goals of equality for all. 	<p>0.99%</p>
<p>WH.H.6 Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010. Including not limited</p>	<ol style="list-style-type: none"> 1. what about oil and gas? should the significant developments made because of oil and gas industries be recognized. 2. Good item, but recommend addition of the effect of oil and gas Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010. Including but not limited to the Haitian Revolution, Napoleonic Code, Louisiana Purchase, the proliferation of oil and gas and the 	<p>1.98%</p>

<p>to the Haitian Revolution, Napoleonic Code, Louisiana Purchase, use of Higgins boats in World War II.</p>	<p>petroleum industry, use of Higgins boats in World War II.</p>	
<p>WH.C.1 Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power. Including but not limited to absolutism, communism, democracy, imperialism, fascism, monarchism, and republicanism.</p>	<ol style="list-style-type: none"> 1. Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power. Including but not limited to absolutism, communism, democracy, imperialism, theocracies, fascism, monarchism, and republicanism. 	<p>0.99%</p>
<p>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, capitalism, socialism, and communism.</p>	<ol style="list-style-type: none"> 1. Replace "capitalism" with "economic liberty" 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."* 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. Including but not limited to feudalism, mercantilism, economic liberty, socialism, and communism."* 4. It should be removed as it relates more to economics than civics. The ideas in this standard could be explained broadly throughout the economics standards 	<p>3.96%</p>

<p>WH.C.3 Explain the powers and responsibilities of local, state, tribal, national, and international civic and political institutions and their efforts to address social and political problems.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. The worldwide effect of religion should not be ignored. Recommend add "and religious institutions" to this line item 4. 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.*" 	<p>4.95%</p>
<p>WH.C.4 Analyze how various religious philosophies have influenced government institutions and policies from 1300 to 2010. Including but not limited to the Reformation and Counterreformation, the Ottoman Empire, and the Treaty of Tordesillas.</p>	<ol style="list-style-type: none"> 1. Analyze how various religions and religious philosophies have influenced government institutions and policies from 1300 to 2010. Including but not limited to Christianity, the Reformation and Counterreformation, the Ottoman Empire, various Islamic Revolutions (Iran and elsewhere) and the Treaty of Tordesillas. 	<p>0.99%</p>
<p>WH.C.5 Analyze the causes and effects of global and regional conflicts in the world from 1300 to 2010. Including but not limited to nationalism, militarism, and alliances; changes in</p>	<ol style="list-style-type: none"> 1. Analyze the causes and effects of global and regional conflicts in the world from 1300 to 2010. Including but not limited to imperialism, nationalism, militarism, and alliances, changes in political borders, the rise of fascism and communism, and the expansion of freedom and national sovereignty. 	<p>0.99%</p>

<p>political borders; the rise of fascism and communism.</p>		
<p>WH.C.6 Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, Yuan Dynasty, the Aztecs, and the Empire of Mali.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. Change to "Analyze political and social structures throughout the world from 1300 to 1600. Including but not limited to the Holy Roman Empire, the England and France, the Italian city states, and the Ottoman, Persian, Mughal, and Chinese empires."* 	<p>2.97%</p>
<p>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, state of nature, social contract, and natural rights.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. Change to "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."* 4. 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, state of nature, social contract, and 	<p>3.96%</p>

	natural/inalienable rights.	
<p>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 scramble for Africa, colonization of the Americas, and U.S. imperialistic policies.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. It is not an accepted fact that the US is or was an imperialist nation. US foreign policy actions should be reviewed in the context of actions, good and bad. Stopping this review at 1945 leaves a number of good and bad items on the "table" and students will not be fully informed of US adventurism, good moment and bad moments. In the name of balance, recommend a stand-alone item on this topic, to include things that happened recently and as far back as 1898 4. Change to "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."* 5. This item is unbalanced. It is not an accepted fact that the US is or was an imperialist nation. 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 scramble for Africa, colonization of the Americas, the Aztec empire in Mexico, the Ottoman Empire in Balkan Europe, the European empires in Africa, the Japanese empire in Korea and 	<p>4.95%</p>

	<p>China, and the Soviet empire in Eastern Europe and Central Asia.</p> <p>RECOMMEND ADDITION: Ref WH.C.8: US foreign policy actions should be reviewed in the context of actions, good and bad. Stopping this review at 1945 leaves a number of good and bad items on the "table" and students will not be fully informed of US adventurism, good moment and bad moments. In the name of balance, recommend a stand-alone item on this topic, to include things that happened recently and as far back as 1898</p> <p>Analyze US foreign policy actions, growth and effects from 1898 - 2012, to include causes and effect of key events, including but not limited to The Spanish American War, World War I and II, the opposition to Soviet expansion, US experiences in Iraq, the role of the US in the Libyan and Syrian revolutions.</p>	
<p>WH.C.9 Analyze causes and effects of political revolutions of the 18th and 19th centuries throughout the world. Including but not limited to the French Revolution, Haitian Revolution, and the American Revolution.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. "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."* 3. what about the 20th century? Soviet and Chinese revolutions, the Venezuelan revolution. Analyze causes and effects of political revolutions of the 20th and 21st Centuries throughout the world. Including but not limited to the Russian Revolution, the Chinese Revolution and Great Leap Forward, Tiananmen Square, the Venezuelan and Libyan Revolutions 4. Change to "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, 	<p>4.95%</p>

	<p>the Mexican Revolution, and the Chinese Revolution.*</p> <p>5. These items are all important, but political revolutions in the 20th Century were of equal if not MORE importance. The blood shed in the aftermath of the Soviet and Chinese revolutions makes all others pale in comparison. The failure and aftermath of the Venezuelan revolution is unspeakable Analyze causes and effects of political revolutions of the 18th and 19th centuries throughout the world. Including but not limited to the American Revolution, French Revolution, the Haitian Revolution, and the Mexican Revolution, RECOMMEND ADDITION: Analyze causes and effects of political revolutions of the 20th and 21st Centuries throughout the world. Including but not limited to the Russian Revolution, the Chinese Revolution and Great Leap Forward, Tiananmen Square, the Venezuelan and Libyan Revolutions</p>	
<p>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 Armenian genocide, Nanjing Massacre, the Holocaust, the Cambodian genocide, and the Rwandan genocide.</p>	<ol style="list-style-type: none"> 1. Replace with: "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."* 2. Good idea 3. "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."* 4. "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 	<p>6.93%</p>

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

	<p>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."</p> <ol style="list-style-type: none"> 5. add the Tibetan genocide 6. Change to “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.”* 7. Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010. Including but not limited to Armenian genocide, Nanjing Massacre, the Holocaust, the Tibetan genocide, the Cambodian genocide, the Rwandan genocide and ethnic cleansing in the Balkans. 	
<p>WH.C.11 Analyze the causes of decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945 to 2010.</p>	<ol style="list-style-type: none"> 1. addition: Analyze key events in the Cold War and describe the confrontations between the Warsaw Pact and NATO nations, including but not limited to the Berlin Airlift, the Cuban Missile Crisis, Soviet invasions of Czechoslovakia and Hungary, the Polish labor movement and the fall of the Soviet Union. The USSR was arguably the greatest evil influence in the world in the 20th Century. Their collapse and those who contributed to it need to be taught. Please include this new item. Analyze the roles of various leaders and movements that hastened and brought about the collapse of the USSR to include but not limited to Lech Walesa 	<p>1.98%</p>

	<p>and the Polish Labor Movement, Pope John Paul II, Margaret Thatcher, the US and Ronald Reagan's policies of a strong defense.</p> <p>2. RECOMMEND ADDITION: Analyze key events in the Cold War and describe the confrontations between the Warsaw Pact and NATO nations, including but not limited to the Berlin Airlift, the Cuban Missile Crisis, Soviet invasions of Czechoslovakia and Hungary, the Polish labor movement and the fall of the Soviet Union The USSR was arguably the greatest evil influence in the world in the 20th Century. Their collapse and those who contributed to it need to be taught. Please include this new item Analyze the roles of various leaders and movements that hastened and brought about the collapse of the USSR to include but not limited to Lech Walesa and the Polish Labor Movement, Pope John Paul II, Margaret Thatcher, the US and Ronald Reagan's policies of a strong defense and STAR WARS</p>	
<p>WH.C.12 Analyze the roles of various countries in post-Cold War international agreements and organizations.</p>		<p>0.00%</p>
<p>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.</p>	<ol style="list-style-type: none"> 1. The entire course should be organized around this item—with the replacement of “civic and democratic ideals” with “ideals and institutions of liberty”. 2. “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”.* 3. include inalienable rights, and change to ideals and institutions of liberty 4. Change to “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 	<p>4.95%</p>

	<p>institutions of liberty”.*</p> <p>5. GOOD item, but recommend slight modification Analyze ideals and institutions of liberty that have influenced world governments from 1300 to 2010. Including but not limited to inalienable rights, liberty, freedom, and equality for all.</p>	
<p>WH.C.14 Describe various systems, laws, and policies of governance across world history in the period from 1300 to 2010 and their methods of maintaining power. Including but not limited to absolutism, communism, democracy, imperialism, fascism, monarchism, and republicanism.</p>		0.00%
<p>WH.C.15 Analyze ideals and principles that contributed to the rise of independence movements from 1300 to 2010.</p>		0.00%
<p>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.</p>	<ol style="list-style-type: none"> 1. Replace with: “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.”* 2. “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 	4.95%

<p>Including but not limited to violent and non-violent actions.</p>	<p>violent and non-violent actions, the collapse of the Soviet empire, and the Tiananmen Square Massacre.”*</p> <ol style="list-style-type: none"> 3. Change to “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.”* 4. Recommend change to read: "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."* 5. 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.* 	
<p>WH.C.17 Analyze the historical connections between Civil Law, the Napoleonic Code, and Louisiana’s system of laws.</p>		<p>0.00%</p>
<p>WH.E.1 Describe how global, national, and regional economic policies impact individual life decisions over time.</p>	<ol style="list-style-type: none"> 1. Replace "impact" with "affect" 2. “Describe how global, national, and regional economic policies affect individual life decisions over time.” Note: This is too vague as written. Unless it is clarified, it should be deleted.* 3. Change to “Describe how global, national, and regional economic policies affect individual life decisions over time. Change to “Describe how global, national, and regional economic policies affect individual life decisions over time.” Note: This is too vague as written. Unless it is clarified, it should be deleted.* 4. This item is ambiguous; recommend clarification Describe how global, national, and regional economic politics affect individual life decisions over time 	<p>3.96%</p>

<p>WH.E.2 Describe the causes of trade, commerce, and industrialization and how they affected governments and societies from 1300 to 2010.</p>	<ol style="list-style-type: none"> 1. This item is ambiguous; recommend clarification Saying "causes of trade" makes it sound like trade is a condition or a disease. 	<p>0.99%</p>
<p>WH.E.3 Analyze the influence of various fiscal policies on national economies. Including but not limited to government taxation and tariffs, trade embargoes, and spending policies.</p>		<p>0.00%</p>
<p>WH.E.4 Explain economic, demographic, social, and cultural consequences of forced displacement of people and the expansion of slavery into the Americas from 1300 to 1863. Including but not limited to the encomienda system, plantation-based slavery, and colonial enslavement of Indigenous people.</p>	<ol style="list-style-type: none"> 1. There seems to be a concerted, deliberate effort to exclude the contribution that white males had, and continue to have on the development of civilization and to the continued efforts to bring justice to the worlds populations. 2. Replace with: "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."* 3. This should include the life and life cycle of slaves in a plantation economy, inclusive of slave burial grounds and burial grounds of the formerly enslaved, some of which are being rediscovered today 4. Delete and replace with: "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 	<p>6.93%</p>

	<p>Comanche, Aztec, and Muslim slavery, serfdom in Europe, India, and China, the encomienda system, and plantation-based slavery.”*</p> <p>5. The Emancipation Proclamation was issued in 1863, however, the US government ended the legal importation of slaves in 1808. Recommend clarification and amplification to provide a broader view. 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.</p> <p>6. Change to 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.”*</p> <p>7. Excellent item. The Emancipation Proclamation was issued in 1863, however, the US government ended the legal importation of slaves in 1808. Recommend clarification and amplification to provide a broader view. 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.</p>	
<p>WH.E.5 Analyze trends of increasing economic interdependence and interconnectedness in world history from 1300 to 2010.</p>		<p>0.00%</p>
<p>WH.E.6 Analyze the impact of natural resources on the development of the Louisiana economy within</p>		<p>0.00%</p>

the context of global interdependence.		
WH.G.1 Create and use geographic representations, data, and geospatial technologies to analyze historical events in the world from 1300 to 2010. Including but not limited to maps, satellite images, photographs, charts, and graphs.		0.00%
WH.G.2 Analyze the effect that humans have had on the environment in terms of resources, migration patterns, and global environmental issues.	<ol style="list-style-type: none"> 1. Replace with: "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."* 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."* 3. it should be considered as a theory, but not as a settled fact. 4. Change to "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.*" 5. This is a good item as long as man-made climate change is not presented as fact; it should be considered as a theory, but not as a settled fact. 	4.95%
WH.G.3 Explain the relationship between the physical environment and culture on local, national,		0.00%

and global scales.		
WH.G.4 Analyze the causes and effects of the movement of people, culture, religion, goods, diseases, and technologies through established systems of connection.		0.00%
WH.G.5 Explain how regional interactions shaped the development of empires and states from 1300 to 2010.		0.00%
WH.G.6 Explain the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present.	<ol style="list-style-type: none"> 1. Replace "Explain" with "Evaluate"* 2. Change "Explain" to "Evaluate"* 3. EVALUATE the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."* 4. Change to "Evaluate the effectiveness of institutions designed to foster collaboration, compromise, and development from the post-Napoleonic era to the present."* 	3.96%
WH.G.7 Analyze how advancements in communication, technology, and trade impact global interactions from 1300 to 2010.	<ol style="list-style-type: none"> 1. This is a great idea. 2. Replace with: "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."* 3. "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."* 4. Change to "Analyze how advances in communication, technology, and trade affect global interactions from 1300 to 2010."* 	4.95%

	5. Analyze how advances in communication, technology, and trade impact 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 refugees of conflict and urbanization.	<ol style="list-style-type: none"> 1. "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."* 2. 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* 3. "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."* 4. "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."* 5. 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.* 6. include other factors such as the associated reductions of child mortality and family size, and the increasing median age of economically advanced nations.* 7. Change to "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."* 	6.93%
Totals	101	100.00%

*Duplicate comments counted as one unique comment.	
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