In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
St. Tammany Parish	K-12 Administrator		I respectfully have to disagree with the new high school US History standards. As a person who works closely with social studies teachers in this district, one major concern has always been the amount of content that has to be covered in a school year and/or semester. I feel this is entirely too much content and will promote instructional practices that align with the old social studies mantra of simple recall. Teachers will not have the time to allow students to really dig into the content and develop claims and counter-claims. They will be pressured to move through the content quickly to make sure all the content is covered. I appreciate you allowing the public to comment on these changes.
Lafourche Parish	K-12 Educator (not administration or higher education)		The update to these revised standards is phenomenal. Students will be able to understand in small chunks throughout the year each part of their knowledge needed for the next, instead of new learning each year and having to remember what was taught or what was not taught affecting the teacher currently to build support for the students lacking knowledge.
Jefferson Davis Parish	K-12 Educator (not administration or higher education)		What students are expected to know and the way in which they are assessed do not correlate. The standards are content rich, whereas the 2025 LEAP test BY FAR primarily assesses skills--evaluating sources, reading and interpreting maps and timelines and images. Social studies scores across the state are horrible because we are teaching it one way, but testing it another. They are not being tested on the content. They are being tested on skills. Also, these multiple select test questions are ridiculously HARD and are way beyond grade-level expectations. So, changes to the standards will not have the desired effect because they, like before, don't match the way they are assessed. Social studies should be content rich, therefore so should their end of the year assessment. All is pointless if you do not revise the LEAP test.
Sabine Parish	K-12 Educator (not administration or higher education)		I think getting rid of learning about different world civilizations such as the Greeks and Romans does not allow students to gasp that we the United States took so much inspiration from their government to create ours. United States history must be learned, but without these ancient civilizations and the tools and resources they invented, we would have nothing and would not be the same. I believe personally that learning about these ancient civilizations is important and should not be taken away from the curriculum .
St. Tammany Parish	Institution of Higher Learning Faculty		As a college history instructor, what I see is that you are preferring to teach children that slave was great in the great state of Louisiana. Good job.
Vermilion Parish	Parent/Guardian		CRT or CRT by any other name should be banned from our Louisiana public school system. This racist curriculum has no place in our school system.
St. Bernard Parish	K-12 Educator (not administration or higher education)		It's crucial these standards be adopted to allow our students the education they all deserve. Open dialogue about authentic history will allow our students to be the critical thinkers society needs in the 21st century to address our diverse cultures and the lack of equal representation for all. In doing this, providing this curriculum you will be correcting old errors and offering students a path through the false facts and fighting These standards set the path forward to a better society
Jefferson Parish	Parent/Guardian		I think this widening of factual history is absolutely paramount in moving our future into a more beautifully honest and truthful perspective. It's vitally important to have inclusivity and diversity shown from a young age and beyond. Our nations health depends on the unveiling and honesty about our past so that those mistakes won't be made again. I'm grateful to have this awakening and opportunity for my children and children that follow them.
St. Tammany Parish	K-12 Educator (not administration or higher education)		Reviewing the standards as a literacy and social studies coach, I do not foresee the amount of content being covered in each grade level as presented. I suggest that Ancient World begins in 3rd grade through 5th grade. There is too much material for the students to comprehend and read in each of these levels. 6-8th grade content is doable if you do not add Louisiana History into the time frames of what the teachers are to make the students learn and understand. However, if we are to celebrate our history as our superintendent states, there is simply not enough time to do both justice with the amount content being presented. Our last scope and sequence has the word "perspective" in the civics area from 6-8 grades 30 times. The new one only mentions it 5 times. Whose perspective will be presented? We are trying to teach SEL "Social Emotional Learning" and for the students to value and understand other perspectives. I am concerned not all perspectives are being presented in the new curriculum. I think some more tweaking needs to happen before this is adopted. Thank You, Carol Moll
St. Tammany Parish	K-12 Educator (not administration or higher education)		As an educator that teaches 11th grade US History, I STRONGLY disagree with the new progression for USH. Expecting teachers to teach 1607- 2008 is impossible while also teaching critical thinking skills. This is an impossible timeline and unachievable unless I simply lecture daily which goes against my entire belief system. I have some of the highest LEAP scores in my parish because my students are taught to THINK about the material, not just memorize dates and facts. They internalize and REMEMBER the material significantly better as well. I am extremely disappointed that the state has chosen to cave into a minority group of parents that believe, falsely I might add, that educators are trying to indoctrinate their children with critical race theory. I strongly suggest, as probably every other US History teacher would, that the scope be reduced back to its original design. I, for one, was extremely excited that I would be able to dig into sources and classroom discussion with my students when the new standards were implemented, and that will be impossible under this new progression.
East Baton Rouge Parish	Parent/Guardian		Louisiana school education should be based in teaching fundamental American values, with a particular emphasis on justice, fairness, respect, inclusion, kindness, responsibility, equity, and pragmatism. In order for students to learn how to navigate the world they live in it is essential that they understand the world they live in - with all of its successes and failures, strengths, weaknesses, and shortcomings. Failing to teach certain historical facts because they may make someone feel uncomfortable short changes our students and coddles them into thinking the world is always a rosy and cheerful place. "Those who cannot remember the past are condemned to repeat it," is a famous quote from George Santayana made more famous by Winston Churchill that is relevant here. More appropriately, in this case, those who wish to censor history for students to make them more comfortable are people who "are refusing to remember the past." What will they condemn our children to by limiting what history children are taught? Primary texts are the best historical record we have and using them to teach history teaches children to be critical thinkers. Louisiana educators should not have to worry that bringing up certain uncomfortable historical facts, places them under scrutiny - a watchful eye. Only in places like China and Russia teach such revisionist history. Our students and future citizens of our great democracy deserve better. They deserve the truth. Let them learn to think for themselves.
St. Tammany Parish	K-12 Educator (not administration or higher education)		US History: 24 overall standards with another 120+ sub-topic within those standards is reaching for any teacher to complete, much less for any student to be able to analyze in any meaningful manner. Not to mention that within those sub-topics their are many other tertiary topics that would need to be explained, discussed and evaluated in order to provide any level of usefulness over the course of the student's lifetime. All of this content and critical thinking must be met in 177 days (or in my case 147.5 hours) of instruction. This means that in approximately one hour the following example would have to happen on a daily basis. Teacher explains the appropriate content and students cover and critically think about the following subtopic. Then students and teacher discuss said topic and finally the students prepare an argument or some other assignment related to the topic/sources.: Analyze the life of Abraham Lincoln including his debates with Stephen Douglas, the meaning of his "House Divided" speech, presidency and views on the Union, first and second inaugural addresses, the Emancipation Proclamation, the Gettysburg Address, particularly the origin and meaning of "last full measure of devotion," and his assassination..... I applaud the thought and as teachers we appreciate the effort, but sometimes less is more.....

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Tangipahoa Parish	K-12 Educator (not administration or higher education)		I think that two years of American history and culture in 2nd and 3rd grade might become repetitive. Also at that age, some of the subject matter may be over their heads. Also 4th and 5th grade cover a lot of ground that would be better speed out. Starting the Ancient World in 3rd grade will give educators time to properly build on import ideas that will be the bases of the students understanding of history. As for the upper grades, I had a colleague point out that in the original draft the word perspective was use 35 times. In the new draft, the usage has dropped to 6. This gives me great pause as this only seems to me that in order for that number to shrink so drastically that means some perspective must be lost. We all know what an extremally hard time to be an educator. We are answering to people who heart might be in the right place but have not had the training nor experience to give meaningful feedback. I worry about the true motivations of some who are crying foul of the changes to the curriculum. I think over all that this new draft is still better than what we have now, but I much preferred the first draft in many ways. I once read somewhere that "if history doesn't make you unconfutable, then you need to question if its history." I know that for younger grades that doesn't necessarily need to be true. However for older students, they must be thinking critically about the past, lest we make the same pit falls. Its not enough to learn that a person or event was "bad" but to examine why it happed and was allowed.
Orleans Parish	Parent/Guardian		I fully support the revision of these standards. These standards allow students to develop their critical thinking skills and promotes diversity in history. Please make these revisions; they are long overdue.
Lafayette Parish	Parent/Guardian		Everybody needs to calm down, realize that this country, more so the southern states, they were founded and financed by slavery. If we can’t admit to that our children we are cowards that will never learn from history, a history written by the victors which were not the enslaved.
Ascension Parish	K-12 Educator (not administration or higher education)		After reviewing the standards, my partner teacher and I believe that the Government unit should be included in 7th grade standards. We believe that it is necessary for the students to be able to understand how the Constitution was developed to understand the major issues for the early Presidents. I understand that Louisiana History is now being included in the 7th grade standards but I feel that we should start with the Articles of Confederation and end with Reconstruction. This would help the students to get a better understanding of how the government was established as we move through history.
Ascension Parish	K-12 Educator (not administration or higher education)		Hi. This is Brett Thomas, 7th grade Social Studies teacher in Ascension Parish. After my PLC partner and I thoroughly reviewed the new standards we have just one real concern and suggestion. As the standards are currently constructed, we begin around the French and Indian War (mid-1750's) and go through Reconstruction (1877). Our parish has paced the year out to be completing the ratification of the U.S. Constitution by around the middle of December. If we adopt the new standards as presented, our concern is we are losing almost 18 weeks of our current curriculum. I understand the purpose is to allow us to dig in and enrich into the History but we feel like too much of our current standards were excluded without adding enough new standards. We also understand that some Louisiana specific standards have been included and we are excited to embed Louisiana culture/history into our lessons, but we do not feel like that makes up for the missed content. We suggest 7th grade Social Studies begin with Articles of Confederation (early 1780's) and finish with Reconstruction (1877). This would allow us to set the framework of the "New Nation" We feel like in order to be successful with teaching the early presidents, we need to teach the early struggles our nation faced, the development of the US Constitution, and the controversy that surrounded ratification. Please consider including standard 6.12 into 7th grade. If anything, maybe have this standard across both grade levels. Thanks, Brett Thomas
Orleans Parish	Other Louisiana Citizen		I am writing concerning Superintendent of Education Cade Brumley's statement that classes would not include "critical race theory," which he defined as "anything that prompts classroom talks solely around the lens of race." This ban on racial topics amounts to propaganda in the classroom. This ban is un-American in that it removes teachers' freedoms to teach appropriately. It's completely inappropriate that in the 21st century we are looking back to McCarthyism for ways to silence free speech in school. This ban would prevent students from learning about fundamental aspects of Louisianan and American history, including the Code Noir, slavery, the culture of the Black Creoles and gens coleurs, basic facts about Reconstruction, Jim Crow, real estate redlining, or the Civil Rights Movement. Skipping these topics, or teaching a distorted and biased view of history as Brumley advocates, would prevent our kids from receiving an adequate education. Once again, it would place us behind the rest of the country educationally. It would hobble our kids' chances of succeeding in college. This ban is going to discourage people from moving here to teach, learn, live, and work.
Lafayette Parish	Institution of Higher Learning Faculty		These standards reflect the level of knowledge that we should expect of informed citizens of Louisiana. They recognize the deep historical roots of the state in all areas and truthfully portray factual histories that benefit our understanding of the trials and tribulations that continue to shape us today. Alterations made in haste would be misguided, at best, and dramatically detrimental to students and future citizens at worst.
Orleans Parish	K-12 Educator (not administration or higher education)		Removing the lens of race from classroom conversations puts our students at a significant disadvantage. This downplays the role that the history of slavery and segregation continue to have on all of Louisiana's citizens. Critical Race Theory is not 'indoctrination', it is a lens on which to view our nation's past. It empowers students to think critically not only about the past, but their present, and future. If Louisiana wants to create a generation of smart, resilient students capable of contributing to and changing the world around them, we cannot let scare tactics affect their education. Critical Race Theory does not harm students. If young black children (like Ruby Bridges) were able to withstand the hate and intolerance she experienced at such a young age, our children are able to learn about it. Only by acknowledging our history are we able to move beyond it. By ignoring it, we could be potentially doomed to repeat it.
East Baton Rouge Parish	Other Louisiana Citizen		There needs to be way more taught about Reconstruction, especially in the South and Louisiana. Chattel slavery and its remnants and effects on African descendants of slaves deserves way more attention than just learning about the Civil War. Martin Luther King Jr. was way more than is taught is schools. Ending his story with the passage of the civil rights act and his assassination ignores the more radical side of MLK, most specifically his call human rights and a large expansion of worker's rights and call for democratic socialism. More should be taught about the CIA and their contributions and actions involving overthrow of democratically elected leaders around the world, their political destabilization of Global South nations and their people, their involvement in pushing crack and other heavy narcotics into black neighborhoods, connections between FBI and CIA involvement in assassinations of prominent black leaders like MLK, Malcom X, etc.

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Tangipahoa Parish	Other Louisiana Citizen		In high school World History, I would like students to learn that slavery of numerous peoples in numerous countries occurred throughout history, from ancient to modern times, that sometimes peoples enslaved their own, sometimes others. I'd like students to investigate populations throughout time and around the world to see where and when sections of a population were enslaved, with a discussion of the mindset of the enslavers in those cases, the ways the slavery was or might have been overcome, and the lessons that can be learned from all of it and applied to today's world.
Lafayette Parish	Parent/Guardian		It's very important to me as a parent that my children understand that racism and discrimination are a part of the history of this country and that that history still has ramifications to this day. They need to understand the difference between systematic, institutionalized racism and everyday prejudice. They need to understand privilege, the privilege that comes from being part of a majority which sets the standards, throughout history and even to this day for what is considered "normal." I want my children to have a deep understanding of the native peoples who were displaced as a result of colonization and I want them to be able to connect those actions to racism and to things going on with the world today (the sort of economic shackles put on developing countries by the world bank and how centuries of meddling i. The name of industry has effected the growth and development of south and Central America, Africa and Asia. It's important to me for my child to know not only of the atrocities on a global scale that this country was built on but the specifics as far as this very community. Why is it we celebrate black history? Why do we have pride parades? Why do we go out of our way to encourage woman specifically to be scientists and engineers? They need to know why. I also need for my children to celebrate all of the many contributions to our culture black and brown people have contributed, it's not just about Cajun culture, there is SO much of west Africa in Cajun food, we should celebrate that. No one is saying don't teach the basics, but we should address why all those faces are white and then go the extra mile to acknowledge the contributions of all cultures and classes and not be afraid to connect the past with the today.
Jefferson Parish	Parent/Guardian		I think the draft for all grades was put well together it looks as if it is teaching history and not the worlds personal beliefs. Social Studies is about things that have happened in history and all children need to be educated on this. When we were in school we were taught it and now our children don't have the right to learn what we learned when we all live on the same planet. I think the draft curriculum is what any social studies class should be about. CRT has no place being there. It is a theory not a historical fact.
Lafourche Parish	K-12 Administrator		Grades 6th-8th has a good distribution of history. Covering this chronologically, it will enable the students to develop progressions and events.
St. Bernard Parish	Parent/Guardian		I cannot believe educators don't know that CRT is taught in LAW SCHOOL, everything else is just history. Some of that history is painful, some funny, some filled with love and some filled with hate, but they all made us who we are. I will educate my grandson on ALL history, the good, bad, and ugly. He will know about the Trail of Tears, Slavery and all of its atrocities, the Holocaust, Reconstruction, Jim Crow, the CRA, the VRA, the election of Barack Obama and that of Donald Trump. He will also know that in the year 2022 educators tried to keep him from learning these things. If you make it impossible for history to be viewed through a racial lens, how will you talk about Ben Carson? Dr. Carson was the 1st Black Neurosurgeon to separate conjoined twins. I am so ashamed of my state and the people who clearly don't want to educate our children. Btw, tell Brumley that his view of Critical Race Theory is wrong, it's not "anything that prompts classroom talks solely around the lens of race". If he really wants to know what CRT is, he should start with White By Law: The Legal Construction of Race by Ian Haney Lopez. He just might learn something. Why does Louisiana always have to show the world how backwards we are?
Tangipahoa Parish	K-12 Educator (not administration or higher education)		I have taught US History for 15 years. Every year I struggle to reach Modern Times before testing. Teaching the Industrial Revolution to the Obama Administration covers a lot of material. We now have to dig deeper, make connections and analyze primary resources all the while ensuring our students are entertained enough to focus. These "NEW" standards have US History teachers teaching from 1607- 2008. That is 400 years of material you expect to be taught in one school year. That is not only impossible, it's down right crazy. Even colleges break up US History because it is too much material at one time. Please do not do this to your teachers or students.
St. Tammany Parish	Parent/Guardian		I saw that Juneteenth is taught in 2nd-3rd grade. Slavery is not an appropriate subject matter for 7-9 year olds in the elementary grades. It's taught enough when we talk about Abraham Lincoln.
Terrebonne Parish	K-12 Educator (not administration or higher education)		I was recently made aware of the changes to standards for high school US history. It is absurd to think that it's possible to teach history between 1607-2008 in one course in one school year. To do this would be a disservice to students and teachers. We were led to believe we would be starting with Imperialism and not 1607. Making unwarranted changes (with vague standards) like this will drive good teachers out of the classroom. Please reconsider the time frame in which you are suggesting.
Lincoln Parish	K-12 Educator (not administration or higher education)		I've taught 11th grade US history for 6 years. The current standards are hard enough to get through if following the scope and sequence. Not enough time. Ever. The new proposed high school history standards will be impossible to cover in one school year. Talk to actual current high American history teachers and they will all agree that the content is too much. Adding another 200 years of content will be detrimental. Teachers will be lecturing more just to get through content. No quality learning, critical thinking, and deep understanding will occur because teachers will be just trying to get through the content. Please reconsider these standards for high school US History. They make zero sense. Go back to the other proposed standards and LISTEN to the teachers.
Sabine Parish	K-12 Educator (not administration or higher education)		I currently struggle to sufficiently cover all of the current material, I don't see how we can possibly cover from 1607-2008. The standards are very broadly worded. Unfortunately most of the other comments I have seen are concerned about a non-existent problem of CRT in the curriculum. I did see anything remotely related to the complaints that were being made. Please do not allow this to effect our standards.
DeSoto Parish	K-12 Educator (not administration or higher education)		I am currently a student teacher and will be graduating in May 2022. During my time as a residency student, I have been able to observe, participate, and teach in a United States History class and several World History classes. These classes have lasted for only a semester (August to December). It has already been proven difficult to effectively teach all the content from the previous state standards in the amount of time given we are given. I think it would be much more difficult for teachers and students to fit in another hundred years in the already strenuous curriculum. Some students have enough problems grasping these concepts in the short amount of time we're given to teach them. It will be nearly impossible for us to meet all standards in a timely manner if this new curriculum is passed. I understand we must continue to grow and become better learners and better educators. I understand that we need to work to catch up with the rest of the country, and even world. But we need to work on creating better learners first, and not better test takers. Once we've begun this, then we can add more curriculum at a gradual pace.
Union Parish	Parent/Guardian		No change

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Sabine Parish	K-12 Educator (not administration or higher education)		I believe the 4/5 grade needs revamping from the draft and follow in suit with previous learning from K-3 to further facilitate their learning. You have 4th grade going straight to the Ancient World where nothing from prior experience will be based to build upon. They need to continue learning about American Revolution and what created our Nation! It starts with building from 3rd grade when they learn of the Louisiana Purchase to American Revolution in 4th grade to why and how our founding fathers created our Nation. What needs to be revised in the curriculum teachers have. We get this scope and sequence from the state then our districts (state wide) create slides that teachers are to teach from. But, the slides have missing links or not working links that are also posted. Also pertains to the scope and sequence because often it's not user friendly or opening links, pictures and such. We need a curriculum that can be adjusted to meet all students needs and not a mis happening slide that leaves the teachers feeling frazzled while trying to accommodate all students. We need sources that pertain information and allow students to use knowledge and text to help understand. Students also need to learn about Native Americans and the history of Louisiana and how it has helped to form our state. They need to continuing learning about how La was formed and purchased to and from! Meaning they need to keep the Manifest Destiny section because that can be built from 3rd grade. All in all, the scope and sequence could stay as we have had in the past, teachers need a curriculum to actually teach from and not just these aligned standards with a district made presentation that lacks formally your, sources, evidence, passages and hands on key concepts the students need to facilitate their learning of Social Studies! And, this goes for all Social Studies K-8 I know!
Rapides Parish	K-12 Educator (not administration or higher education)		I've been a third grade teacher for 20 years. Social Studies is by far my favorite subject to teach. Our school is an average Louisiana public school. Our students statewide struggle to remember Louisiana specific content at the third grade level as evidenced by our poor Louisiana Leap test achievement scores. I'm concerned that we are pushing third grade level content down to first graders. If third graders struggle to be successful, how do we expect first graders to master the content. It looks like the third grade curriculum will be the old fourth grade standards. In a very honest question, how can we ever expect mastery of standards if we keep making the content more difficult? On top of that, with no first and second grade accountability for teaching Social Studies, will our students ever learn about our great state before middle school? Why would we be learning about other ancient history and other countries' history in 4th and 5th grade. The content of Social Studies in elementary school should remain focused on Louisiana specific information and the United States.
West Baton Rouge Parish	K-12 Educator (not administration or higher education)		4th and 5th grade standards are not age appropriate. Have students identify and locate so many geographical aspects of the world. There is not enough time in a class period to meet the demands of these standards. While I do agree that we need to step up Social Studies in Louisiana putting more stress on students and teachers that is not necessary. Current standards are set to build the foundation 4th and 5th grade are about American history which is revisited throughout the following grade levels. Using World history for the new standards while as a concept is sound, the logistics of it and the intensity is not appropriate for lower grade levels. The new standards are boring, old and more out of date for current student learning. Co-Vid has prevented our students from making the gains we expect in a normal school year but we have not had normal for the past three, changing the standards now will cause the gap that is being seen to grow even more.
Lafayette Parish	K-12 Educator (not administration or higher education)		Who's idea was it to teach U.S. and LA history at the same time? Where else does this happen? Leave Louisiana history alone!!! We have a distinct history, different from every other state in the country. Also, this will be extremely confusing to the students. How will 7th and 8th graders keep the two things clear in their minds? I cannot believe that anyone who has ever taught these subjects to these grade levels would think this was a good idea. But we weren't asked were we? Why allow people with years of experience any input?
Jefferson Parish	Parent/Guardian		New standards look great. Hope the information is presented in truth and honesty. Happy to see a more well rounded addition.
St. Tammany Parish	K-12 Educator (not administration or higher education)		As a veteran U.S. History teacher I am very concerned about the 1607-2008 timeline. It appears the curriculum is trying to mirror AP? I taught History 202 DE for several years and have taught for the EOC/LEAP Test since it began. I don't agree that reaching "deeper meaning" with twice the scope is possible in one year. Are you planning to teach this as a two year course? The AP curriculum and timeline is rigid. Is this what regular education and special education students will be expected to achieve? As it is some students struggle recalling concepts from August on a test in May. This is not even required in college! Now the scope will be twice as long? Please share the explanation and vision behind this proposal.
Iberia Parish	Representative of Organization	SWLA DSA	As a concerned citizen and future Historian, it is important that we teach History, the real history of this state that we love so much and its culture. That includes our proudest moments and also are darkest days and how that history drives our present. Its not changing history or cutting it, its ignoring it. And much like cancer, if you ignore the most important parts of history, IT WILL KILL YOU. Kids are smarter and can handle way more than we give them credit for. It's the parents that are full of shame and coawrdice. They'll find out the truth eventually, and they will hate and resent you for it and they'll have to spend a long time unlearning the lies you allowed to fester in them. You can't fear your own world. You must own it, every part of it.
Rapides Parish	K-12 Educator (not administration or higher education)		This is very logical and moves students through the content in a way that makes a lot more sense than how we do it now. I also really like how third grade was moved back to content that is more appropriate for third grade rather than world history.
Allen Parish	Parent/Guardian		I appreciate that the drafted standards contain specific language, including the names of people, nations, landmarks, landforms, holidays, etc. This should make choosing a curriculum, studying, assessing, and teachable moments more predictable, productive, and focused. Parents, students, and teachers rely on predictability and that seems to be a theme in this draft. Additionally, some shifts in the topics selected for each grade-level seem strategically and logically chosen. By choosing fewer standards and keeping the lists and document brief, we can expect that more students will master the knowledge in these topics and be able to apply that beyond social studies class.
Caddo Parish	Parent/Guardian		more emphasis on economics including King Cotton, capitalism during the Industrial Revolution, the role of tariffs and interest rates on the Great Depression, and more on Jim Crow laws and lynchings
Caddo Parish	Parent/Guardian		All history should be taught, regardless of wether we like it or not, it's what happened. We as a society are able to craft a better future by seeing the achievements and mistakes of the past. Many times history is not pretty, and has the ability to make us feel uncomfortable, but the intention is not to shame any particular person, who was not involved in those historical events. As a civil society who aims to better every future generation, we have to see and understand every possible point of view, of historical events in order to understand everyone's place and position in the world, not just the point of view of the victors. Removing curriculum, forbidding discussion, omitting facts, or restricting any access to material for the study of history is unAmerican, and damages the 1st amendment and the free exchange of ideas that are the cornerstone of our country. Our country will be stronger if we confront our past and learn from it. It will be weak if we choose to ignore it.

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St. Bernard Parish	K-12 Educator (not administration or higher education)		Hi there, my name is Keely Held, I'm a third at Chalmette Elementary, and a mother of two, ages 12 and 9. I personally feel this is not a good time for making such changes to the overall Social Studies standards and curriculum. Students and teachers are already facing a multitude of challenges in and out of the classroom. Over the past few years we have had to adjust our ways of teaching completely. We went from teaching in the classroom, to teaching virtually, to doing both simultaneously. This has caused an enormous amount of stress on teachers, causing some to leave their profession. Students who are able to return to in person schooling after being in a virtual program, are coming back on much lower academic level than anticipated. This is also adding to the amount of work teachers need to do, because if they are below grade level, it is our job to get them back on track. Therefore, we need to document interventions for every student that is below grade level. Not only are students returning to school with academic struggles, but they also have higher anxiety, lower social skills, and shorter attention spans after being in a "virtual" program. Aside from issues in the classroom, there has been a recent influx of issues that evolve from other sources such as social media platforms. This is too creating a stressful environment to teach in because teachers always have to be on their guard. Our job doesn't feel as safe as it once did in the past. And let's not forget the possibility of catching Covid and all the precautionary steps that go along with this. Needing to take days off, making sure to send in lesson plans while we're sick, the possibility of having a serious case of this illness causing you to be hospitalized, and the list goes on. Not to mention the amount of catching up that needs to be done upon our return. So far, every year of my teaching, something new has been brought to the table. A new science curriculum, new intervention documentation, new testing, new secondary Social Studies curriculum to teach along with the current curriculum. Not to mention all the changing of rules, procedures, and protocols. The amount of stress that has been placed on teachers and students in these past three years is enough. In fact, it is more than enough! Changing our state standards for Social Studies will only create more stress and challenges that may push some to quit. This change may be the straw that breaks the camel's back. If these changes are made, state testing as a whole will need to be adjusted. Lesson Plans and classroom testing will also need to be adjusted. Materials, textbooks, and other supplies will need to be replaced. Overall, it will cost a lot to make these changes. Making these changes will hinder our students' growth, especially if they are already having trouble keeping up with the work that is currently on their grade level. I would rather see this funding go to remedial programs, more special needs programs, and teachers in these fields. Now is a time to pull our students out of the hole they have fallen into rather than push them deeper with new standards.
St. Helena Parish	Parent/Guardian		As an educator, I disagree with not implementing the Critical Race Theory in the Social Studies Curriculum. I think this decision isn't fair to the students or educators. As a social studies teacher, you're supposed to teach the content How can this take place without touching certain subjects such as the 13th, 14th, and 15th Amendments? These amendments were proposed and ratified because of the inequality issues regarding race. Our Founding Fathers developed a new nation and identified it as the United States. They requested freedom from Great Britain because of unfair laws and deprivation of certain rights. In addition, this goal was achieved through years of fighting the Revolutionary War. Moving forward, African Americans played a major role in assisting the patriots with accomplishing their freedom with an option of being freed from slavery. A lot of them took advantage of this opportunity for freedom and never really received their freedom until the 13th Amendment which was almost a hundred years later. African Americans and Whites fought a bloody war to end slavery. The 13th Amendment was ratified in the late 1800s abolishing slavery. After abolishing slavery, African Americans were still mistreated and denied equality. This events led to the ratification of the 14th and15th Amendments. The 14th Amendment was interpreted differently amongst whites and blacks after Plessy v Ferguson. It was interpreted as equality of the law for all but segregation isn't an option. African Americans and Whites couldn't interact with each other. Jim Crow Laws we're ratified to increase segregation. These laws also played a major part in Brown v Board of Education. African Americans, Whites, Chinese, Irish, and Native Americans embraced their responsibilities and rights as citizens to achieve other civil rights that were continuously denied throughout the years. Native Americans played a major role role in United States History. White settlers took control of their valuable possessions, turn them into investments, and build this United States. Immigrants contributed to the Urbanization in the United States. They help build the Transcontinental Railroad. They worked in factories contributing to new technologies during this era. However, they were often mistreated and denied citizenship by white lawmakers. Furthermore, it was whites that fought for equality and fair treatment for immigrants like Jane Addams. It was also a white man name Abraham Lincoln who fought many years to abolish slavery because of his religious views. Finally, the facts are rooted in United States history and it's no detour around it. We became civilized educated citizens after learning the behaviors of different races and developed new technologies to advance the United States. History can't be taught without identifying how all racial groups used their power, character, wealth, and skills to build the United States. Violence played a major role in creating the foundation of the United State's as well. In the Bible, crimes and unfair treatment against Christ was clearly explained. The Critical Race Theory could be identified in the Bible as well. This is facts. As honest citizens, we shouldn't bury the factual evidence and actions of of our ancestors to accomplish a perfect image for our future generation. History doesn't change. People do and this should be taught after teaching the Critical Race Theory. At the end of the day, history determines culture.

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Caddo Parish	K-12 Educator (not administration or higher education)		I am a teacher that originally commented on the last proposed draft. I would like to say thank you for taking the time to read the comments and make adjustments. Looking at the new draft, I believe it makes more sense. I like that each grade level has a specific focus (3rd- American History, 4th- Ancient World, etc). I think this will help students make better sense of their world around them. As a third grade social studies teacher, I think the standards proposed for grade 3 sound appropriate. I like that it builds on what they are learning in grade 2. I do have a few concerns. My first concern is if the standards are passed, what will a scope and sequence look like? Will students have available hands on texts/resources to use? Currently, my students are not exposed to many primary and secondary sources. I think if we want to test students at the end of the year with sources and documents, we need to have that embedded more into the curriculum. This is something that many teachers are doing on their own to get students ready for the LEAP test. Also, a lot of the current links to sources on the scope and sequence do not work, so it would be important for someone to make sure all the new links to sources are working and stay working. I personally think having a student workbook would be useful and helpful for students. It would allow them to have all of their materials in one place. I also think sometimes our students struggle to write/analyze about historical events - I would like to see more of this embedded into the curriculum. I know this is something I work on with my students, but it does take time and practice. I think possibly in the lower grades (at least second), students could possibly practice writing at least one sentence or summarizing the source/illustration/picture. I think this would help get them ready for grade 3 and up. Lastly, I would like to see more assessments created for Social Studies. I personally like to give my students an assessment at the end of each topic in each unit. This would give students more exposure to LEAP like questions and allow teachers to have a better understanding of where there students are at. I do know there are some item sets created (that I have personally used in my classroom), but I think it would be helpful if this is something that is used across the whole state. Lastly, I think bringing some nonfiction books into the curriculum could be an added bonus. This would help students make connections with what they might be learning in ELA (text features, analyzing illustrations, point of view, vocabulary, etc).
East Baton Rouge Parish	Other Louisiana Citizen		I am grateful to have the opportunity to provide feedback on such an important topic. I am thrilled to see a diverse historical perspective being presented. It is imperative that critical race theory be taught to help present a true picture of the past and present. I would also like to see some content focused on current topics, rather than stopping in 2008 as referenced for some courses or grades. However, I am concerned about effective implementation and any biases that may be weaved into lessons. It would be great to see metrics that reward educators and schools who teach from an unbiased point of view and use creative methods to reach students based on facts.
Calcasieu Parish	K-12 Educator (not administration or higher education)		I am currently a 4th grade teacher. After looking at the new proposed 4th grade standards, I am incredibly concerned. These 9 year olds need to be learning about the country they live in and things they can comprehend and relate to. Asking them to learn about ancient Mesopotamia and Egyptseems Insane. These kiddos have missed so much school and need to be knowledgeable of THEIR country! As a teacher for 21 years I look at these changes, which are a whole lot, and know the extreme challenges we will face. I've spoke to several, several great teachers across several parishes and they all say the same thing. Why? What sense does this make? A teacher of the year stated if they get adopted I'm done. It also looks (as I have put side by side) that there is a lot more to cover. We truly struggle reaching the ones we have. Our current GLEs are great. Let's improve this instruction, not change and shift our focus.
Lafourche Parish	K-12 Administrator		The standards look neutral on political issues and factual on events. I did not see any elements of CRT.
St. Tammany Parish	K-12 Educator (not administration or higher education)		The 2nd and 3rd grade standards are much improved over the original draft. I like that the grade levels build a foundation of US history and overlap, giving the students layers of learning over the two grade levels. Also, I love how US history goes more in depth over grades 4th through 6th and chunks the history spread over the three grade levels. I hope they are approved as they are written today!
St. Mary Parish	Other Louisiana Citizen		I think it is extremely important to teach our actual history, good and bad. If learning history makes you feel uncomfortable, you are likely to learn not to repeat past mistakes. Please adopt standards that help our country to grow towards the future and not the past.
East Baton Rouge Parish	Parent/Guardian		What really bothers me is responding to something as CRT that doesn't exist in our K-12 curriculum. If white kids can't learn about the plight and contributions of African Americans, then I really don't want my African American children to learn about whites and their plight and contributions. I propose to take history, including state and American, out of schools. I don't want the false narrative of whites being superior to blacks and other people of color to be taught to my children.
Lafayette Parish	Parent/Guardian		I have a child that's currently in the 3rd grade and when competing homework for Social studies, I feel it is too complex for the students and even myself. Some of the questions and answers didn't make since and there was no book to review to check your answers. It was really hard trying to navigate through the printed papers and find the answers. I feel it needs to be revamped and have a better understanding.
Lafayette Parish	Student		no comment
Lafayette Parish	Parent/Guardian		I believe that the 3rd Grade social studies needs to be reevaluated. There are some very complicated parts that kids that age will have a hard time understanding.
Evangeline Parish	K-12 Educator (not administration or higher education)		As a 5th grade teacher, I BEG y'all not to change our social studies standards right now. As a veteran teacher of 18 years, the past two years have been the hardest of my career. Adding one more "something" for us to learn or add to our plate will be a disaster. Teachers are in survival mode and having them start from scratch because honestly the ss guidance provided in the past from the state department needed to be HEAVILY supplemented by teachers. PLEASE, PLEASE, PLEASE , I beg y'all to reconsider your timing on this.
Lafayette Parish	Parent/Guardian		Eliminate social studies standardized tests. If this state does not want to teach REAL history that includes critical race theory, then you can't consider the subject as "standardized". It's biased and therefore students should not be held accountable for false information.
Terrebonne Parish	K-12 Educator (not administration or higher education)		As a current High School US History teacher, I already cannot teach all of my standards from Westward expansion to modern times. When comparing the high school standards to the 7th and 8th grade standards, I noticed that high school will now be reteaching, with more analysis, the same topics. Analysis takes time. There is no way that I will be able to teach 1607-2008 well, especially with having to analyze primary sources. Students at the high school level need more instruction on modern history. Modern history has had more of impact on what is going on in their lives today. Starting at WWII would make high school US History more meaningful to our students. Covering the time period of 1607-2008 means we can only hit the surface. If we start at WWII this would give us more time to really go in depth about events that have had more of an impact for current times. To summarize, 1607-2008 is too much to cover in one school year. It will not be given the justice it deserves and things will be left out. Since these time periods are being covered in 7th and 8th grade, we should move to focus on modern history in high school (WWII to present)
Jefferson Parish	Parent/Guardian		Get rid of it. Useless. Pointless.

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St. Tammany Parish	K-12 Educator (not administration or higher education)		I was able to read through the draft and make some notes on some individual standards. For background, I currently teach 7-8 Social Studies and have a 1st grader as well. I have a Bachelors in Social Studies Education and a Masters in Special Education (Concentration Gifted). Please feel free to use these comments in committee. Grades K-1- I am very impressed with how specific these standards are in relation to the old standards. 2.8- there is mention of using legends/stories/songs that contributed to the development of the United States using Native American legends, African American history, tall tales, and stories of folk heroes. I believe there needs to be a bit more guidance in the use of African American history so that the sources used do justice to the development of our culture. Even if it's mentioned what time period to pull from (pre-American Revolution, Antebellum period, Harlem Renaissance, etc.) 2.15b- Explain why free markets are important and beneficial to the United States. I feel that there should be a chance to explain their detriments at the same time if we are going to teach the benefits. This would allow for a deeper understanding of how the system works and allow for a chance to develop critical thinking skills. Grade 3- Love the specific citation of the 13th amendment and the Emancipation Proclamation. (3.11) 4.5- Describe the origin and spread of major world religions as they developed throughout history. There are several mentions in Ancient Egypt, Mesopotamia, and Greece about the development of polytheistic religious practices. Is there a way to include a statement about WHICH major world religious should be taught? In the previous 6th grade standards (where these were included), it was stated that Hinduism, Buddhism, Judaism, Christianity, and Islam were to be taught. By including this statement and specific content, you will allow for less guesswork on the part of the teacher as well as protection for teaching these topics in a public school. There are similar protections provided by the standards on controversial topics in the upper grades standards, this would just extend the protection to the lower grades as well. All of these religions need to be discussed in the lower grades in order to understand topics that include the Crusades, Holocaust, and other conflicts. 5.6c mentions the specific establishment of Christianity as the religion of the Holy Roman Empire. By covering the other monotheistic religions the year before, it would allow for a deeper understanding of the topic at hand. 5.7b- mentions the diffusion of Islam and the contributions made. If learned in early years it could have a benefit of deeper understanding and allow for more critical thinking. As far as the rest of the standards, I can't WAIT to begin teaching them. Overall, the structure of the years makes more sense and has a better flow of information allowing for a deeper understanding of social studies at an earlier age. The inclusion of specific topics to cover (Holocaust, Emit Till, the 2008 Presidential election) allows teachers the chance to cover controversial topics while still being protected. I WANT my child to learn these things and by taking out of the curriculum she is not able to really look at the world around her with a full understanding. I am very supportive of the work done with these standards and feel they will really help our students in the long run. Best, Katherine Clemons, M. Ed.
St. Tammany Parish	K-12 Educator (not administration or higher education)		I think the standards are definitely more concise. I do feel like standard 2.7(a-c) is a LOT of information expected for a 2nd grader to retain.
Lafayette Parish	Parent/Guardian		It is imperative that students be given the most accurate, non-biased information about our history not only as American citizens, but humans. Critical race theory NEEDS to be included in our public school curriculum. We owe it to our children and future generations to take an honest look at the history of inequality and the reasons why it occurred so we can continue to prevent history from repeating itself. Louisiana's education system is already one of the worse in the country, and not taking this opportunity to provide a well rounded view of history only brings our children's critical thinking skills down farther.
Franklin Parish	K-12 Educator (not administration or higher education)		I want to comment on 5th grade level curriculum change. We as educators are already pressed for time as it is covering the required information now during the year to ensure that our students are prepared for state testing. Putting in this much more information would cause the educators not to cover the information in a well rounded and in depth manner, we would simply be skimming over the important parts of social studies our students need.
Lafayette Parish	Parent/Guardian		I believe that it is essential to teach children how to become good citizens. This includes public service and the roles of public servants in the community. We as a community should go back to the foundation of how a democracy functions. With that said, we also cannot pass over historical events because they are uncomfortable. Children in all grade levels need to learn about colonization and slavery. It would also be helpful to teach about how enslaved people resisted the institution of slavery. There are many ways to teach age appropriate material to all age groups. We only need to be committed to presenting the entire history.
Lafayette Parish	Parent/Guardian		Since black history is US history it should not be taught separately. Teach about slavery which is a big part of Louisiana history. That should be done at least by the 5th grade. Stop teach history that has been proven to be incorrect like Christopher Columbus being a discoverer when he was a colonizer and things of that nature.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Lafayette Parish	Student		All though I may only be twelve, I have an extensive view of social studies throw school. Social studies are my favorite subject. It's fun, high energy, and quite cool to see how our ancestors were in the past. Yet, the way the state makes it quite hard to understand. For instance, in third grade we learned about poverty point. Yes, it is a part of our culture. Yet why do thousands of eight-year old's need to learn about a hill? Fourth grade was an important year for our minds. We learn the fifty states, and about the thirteen original colonies. As well as how to speak social studies. Then fast forwards to fifth grade. For me fifth grade was a roller coaster of events. In the beginning of the year, we learned so little due to the schedule. We had math for two periods, then had around ten minutes a week. Thankfully, we were able to get a schedule change for the entire school. Then we learned about México and their groups. I thought the point of elementary school was to learn the fundamentals about our country, our state. I guess not, because we hardly learned about our early civilizations. Then sixth grade, as weird as it was our teachers strived to make school as " normal " as normal would get. Learning about Egypt, Greece, Rome, sure it was cool. Yet why in the ever-loving world would we need to learn about Alexander the great? Fast forwards a few months. We start the year learning about the early Americans. Yet we are using our valuable time when we could be covering more important topics. I say this because we learned about it in fourth grade. The only thing that is different, SO FAR in my seventh-grade year was our discussions about slavery. With this being the eighth year of being in public school. Social studies will always have a special place in my heart. Yet I still don't see the full picture about learning the same topics when there is so much we could be learning about, such as current events. Yes, I am aware the state is trying to make this as fun, and as much information for us to soak in so once we are off in the real world, we are given the extensive stuff we are using. I am almost done, myself, Oliver Perry. I would like to ask the Louisiana Department of Education to rethink how they do the curriculum. Oliver Perry 7th Grade Lafayette Parish School, Lj Alleman Middle School
Beauregard Parish	Parent/Guardian		I will not teach or allow my children to be taught CRT. The classroom is no place for an agenda to be taught or sides to be taken. History is history and CRT being thrown in there is a disgrace and downfall to our society. Know your place and job and it is not a teachers' job put their spin on history as a whole. And all CRT does is spread HATE!! And cause more division. The standards were fine the way they were. The verbiage should be the same with the same objectives.
Lafayette Parish	Parent/Guardian		K-12th grade. I think more African American history should be incorporated into Social Studies. Some parents may feel that it could cause division, however I think it's a way to teach children how to be supportive of each other with the understanding we are all different in some way. There have been outstanding leaders who are/were African American that children should know about.
Lafayette Parish	Parent/Guardian		Get rid of these no good standards and let teachers get back to teaching and students get back to hands on learning, field trips and fun.
St. Tammany Parish	K-12 Educator (not administration or higher education)		I am an 8th grade teacher. I currently teach Louisiana History to mostly 13 year olds. My overall opinion is that is too many topics to cover during the school year. The standards are well written but when going deeper into specifics of the GLE the topics are overwhelming in nature. There needs to be a greater focus on bigger concepts for the minds of 13 year old students to grasp.
Lafourche Parish	K-12 Educator (not administration or higher education)		I am currently a US History teacher at Thibodaux High School. Starting in 1607 - 2008 is an absolute joke and academically impossible to do in one school year. Why would we start in 1607 if middle school covers through 1975. This makes no since. The original alignment document that came out in December of 2021 stated that we would start in 1898 and end in 2010. This is an unrealistic curriculum to even believe we will have time to teach. College course separate early American history from late American history, and you are expecting us to cram this material into one school year. You are setting these kids up to just get tid bits of history and not be able to explore the main historical concepts. Also is Jimmy carter irrelevant because the Arab oil embargo and Iranian hostage crisis aren't even mentioned. These standards are a joke and set teachers up for further burn out and failure.
Lafayette Parish	K-12 Educator (not administration or higher education)		I believe that the splitting up of Louisiana History over the three years of middle school could have a positive impact on students appreciating Louisiana History. Barring that in continuing with the pursuit of higher educations Getting rid of a state specific history and replacing it with a broader understanding of United States history could see huge benefits in educating civically minded students that are productive members of their community.
Lafayette Parish	Parent/Guardian		I would like to know why this change was necessary? And why 8th grade Louisiana history has been eliminated.
Ouachita Parish	K-12 Educator (not administration or higher education)		I am a Social Studies teacher in the Monroe City School district. I am worried specifically about the US History standards for high school. Of particular concern is the time period to be addressed within one school year. My understanding is that stakeholders want to insure including the founding documents and philosophies in US History to provide a foundation for concepts taught later in the curriculum. These concepts are addressed in depth in Civics class - a class that every student will be slated to take regardless of high school path. Civics will become the high stakes tested class for the Social Studies component of high school testing. In addition, teaching 200 plus years of history in one year's time is a challenging task on it's own. Adding another 200 years to the curriculum will create difficulties in more than one aspect of teaching the material. First, the number of concepts vital to the understanding of history included in the proposed curriculum cannot be addressed with the depth of understanding necessary to comprehend, analyze, and write about them with any authority. In the past few years, the US History high stakes assessment has been driven to move from a recall/comprehension level test to one that requires writing and synthesis to express the students' understanding of the concepts. The proposed expansion of years in the curriculum moves it away from a course intended for the majority of students to the level expected of the brightest students completing the Advanced Placement classes. This will be an exceptional pace for average students, much less those with learning challenges. I am also concerned that the expertise of over 200 years of experienced teachers has been disregarded after months of contemplation, hard work, and discussion to write standards that would meet the needs of the students. I am unclear as to who has written the material, what experience they have in the classroom and why they felt it was necessary to override the experience of the committee who worked so diligently on this task.
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		Students should never have to cross hemispheres with their learning. The Aztec, Inca, and Native American Culture Regions should be removed. The standards are too broad to be taught effectively. Students should be able to focus on less material in order to get a thorough understanding of what is being taught.
Jefferson Parish	K-12 Educator (not administration or higher education)		High School US History - the timeline of required information is too great for a semester of instruction. There is simply not enough time in a single semester of 4x4 or a year long course of 7 classes to accomodate such a large timeline in enough depth for students to attain the level of understanding required by the standards as they are written
Lincoln Parish	K-12 Administrator		US History- the time is entirely too broad. This timeline is the very similar to AP and Dual. 1608-2008 is too much material to cover in one year. Other states have this divided into US History 1 and US history II taught over 2 years. The CLEP test is even divided in to I and II. These factors should be considered and edit the time period for US History standards.
Lafayette Parish	Parent/Guardian		I had special interest in looking at the standards for 8th grade not only as a parent of a student entering the grade, but also as a former student who remembers the general subject matter of the term. I was searching for information on the affect on Black Americans and was pleased to see it will be addressed.

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Lafayette Parish	Parent/Guardian		I think this looks like an improvement on the current curriculum. I like the emphasis on US History. I would like to see more Civics addressed throughout the curriculum.
Jefferson Parish	K-12 Educator (not administration or higher education)		When the new standard goes into effect, 5th graders moving to sixth grade will not cover the ancient world history. Instead of covering US History 6 different ways high school should be where students learn ancient history since it relies so heavily on reading source material for understanding. The way the standard is written for 5th grade any topic could be covered there and what would be more valuable at that stage would be a geography course.
Lafayette Parish	Parent/Guardian		5th grade- feels like a bit much/ higher standard of knowledge which could develop lower scoring.
Acadia Parish	Student		Where i live and my school are all amazing but i thing i don't like is the food at my school and how we don't get enough vitamin at school so the kid be hangey
Lafayette Parish	Student		Grade 8 standard 8.14: If this is what we will soon learn, I can't wait for it. Sounds like fun.
Lafayette Parish	Student		If these comments are about changing some of the learning standards i wouldn't, because the subjects are being taught were the students like me want to go to the class to learn in a learning environment were the teacher is strict but also makes it better for students to learn. I wouldn't want to change the standards if teaching the old standards like the story of Huey P. Long, my social studies teacher loves this part of the year were he teaches about him. So if the teacher loves and knows the standard from heart and knows how to make it easier for the students and themselves, i wouldn't change the standard if the students are wanting to learn the standard and listen to what is being taught to help them exceed in learning.
Lafayette Parish	Parent/Guardian		This should include all cultures of life. There's a serious disservice to the multitude of children that are educated through public schools. Essentially, this can assist with connecting students with others who are different than them. Understanding someone's cultural background and way of living could possibly diminish the major bullying issue within schools. Just learning about Louisiana's beginnings does not open the students to differences experienced outside of the classroom. Furthermore, as a former Louisiana educated student, I wish I learned more about my specific culture early in life rather than later through a brief synopsis of information.
Lafayette Parish	Parent/Guardian		The standards outlined in the superintendents letter are of utmost importance to our children. I can remember my grandparents and my parents and how proud they were of this country and their freedom. Our children do not understand that this is a privilege that needs to be cherished and protected. Thank you for this.
Lafayette Parish	Parent/Guardian		I don't see enough critical theories and thinking in these standards. Ideally, students should be exposed to ideas and persistent historical truths that may be uncomfortable, but which also provoke deeper thinking into facts. The term "forced migration of Africans" ignores power dynamics and name-dropping famous American heroes with their alleged and implied disataste for slavery doesn't do the horrors of slavery justice. The role of slavery in modern America (e.g. prison slavery, forced labor through probation and/or parole for convicts, etc.) is completely ignored. There is no mention of "unpaid internships" (US.15) as a continuation of the tradition of owning slaves (e. Explain how slavery contributed to U.S. industrial and economic growth).
Lafayette Parish	Parent/Guardian		A+ work. Well done.
Beauregard Parish	K-12 Educator (not administration or higher education)		I like the standards except for the Civics standard for high school. Social Justice has no place in the school system, nor does CRT. It is not the school's place to indoctrinate students, but to teach them academics and facts. Not feelings and opinions.
Natchitoches Parish	K-12 Educator (not administration or higher education)		Much clearer and focused set of standards than the previous. The primary concern is showing both sides of an issue. For example, you have several references to John Locke (1632 to 1704), "Father of Liberalism" his concept to promote public good, and to protect the life, liberty and property of its people or concept of "Inalienable natural rights" in truth his concepts were a guide for our Founding Fathers in the drafting of the Declaration of the Independence. Note: over 70 years after his death. Yet there is no mention of James Madison (1751 to 1836) "Father of the Constitution" who was pivotal in the drafting and promotion of the Bill of Rights and the Constitution of the United States. Madison served as our Fourth President among other roles in the initial history of our Country. He further was a co-author of The Federalist Papers. While the development of our Country and history is colorful and intriguing there were many individuals that collaborated to create the Country in which we live. That brings to mind our military and their service to our Country which has helped to maintain and preserve the freedoms that we have been given. So many great leaders within our military that went on to serve in our government to further protect and guide our Country. Our great State of Louisiana, a small portion of the greatest land deal in the history of the World, the "Louisiana Purchase" along with the impact of the Mississippi River Delta Basin Water Shed is an area that should be explored and covered intensely. The diplomacy and purchase within the Civics standards and of course how our great Country grew and the continued importance of this area of the United States not only in the realm of Geography but in the roots of our history. Throughout the draft the plight of the "Black" Americans is highlighted, yet what about the remainder of our other ethnic individuals that entered our great Country and made an impact. We had the enslavement of the Oriental people during the development and building of the Transcontinental Railway. Then following the bombing of Pearl Harbor, they were placed into Internment camps on American soil simply because they were of Oriental descent. Throughout our history there has been injustices to individuals that have exhibited different traits and/or views yet each and every one of our families came to this land in pursuit of Life, Liberty and happiness. The common bond of mistreatment and/or injustice was the primary driving force and desire to locate in the New World throughout our history as a Country. Providing Educators with Standards in any subject is a daunting task. Thank you for recognizing the errors in the initial draft and giving us the opportunity yet again to make our remarks. In an era of so much controversy it is important to heed the words of Dr King "The function of education is to teach one to think intensively and to think critically. Intelligence plus character that is the goal of a true education" further Dr. King shares "It seems to me that education has a two-fold function to perform in the life of man and in society: the one is utility, and the other is culture. Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life. As an Educator my over arching goal is to build productive kind citizens for the betterment and future of our Country. Without a knowledge of this great Country how can our children understand how to further the mission of the United States, how can they strive and pursue life and happiness that will maintain the living document of the United States Constitution.
Lafayette Parish	Parent/Guardian		Definitely way too much for a 2nd grader to even retain. Simply just too much information. God bless :)
Lafayette Parish	Parent/Guardian		We live in a world where everyone is obsessed with success, which makes us place unnecessary pressure on our youth. I understand the need for children to learn and become the best person possible. But we are looking pass their need for time and space to develop. I have three children and my six and seven yr. olds are awoken by 6:00am, in school from 8:00am to 3:25pm and have to complete homework from 4:00pm to 6:00pm four days a week. That does not include the extra help online that the teachers provide. Once again, I understand the need for the children to learn. I also believe that Social Studies is a bonus in their learning and should not be considered a factor for determining if the child is promoted to the next grade. The world evolves everyday so, known facts about history and our earth is constantly changing. Something new is added and corrections are always being made. I feel that learning about the world is essential, but they must also become involved in it as well. Releasing the pressure of Social Studies from being a promoting factor will only benefit the children. Placing Social Studies as an pleasure such as music or dance will only heighten the children curiosity of our world which, will push them to correct our melting planet. Providing our earth with more Bill McKibben's and Jane Goodall's. Let's look pass our obsession with success and try to correct the thinking of our youth.

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Lafayette Parish	Parent/Guardian		I oppose the high school portion of it. It is an ideological curriculum which seems to be fundamentally reductionist and divisive
Lafayette Parish	K-12 Educator (not administration or higher education)		I am opposed to the teaching of Critical Race Theory in public schools. Please keep the curriculum grounded in factual history and not commentary. Racism and discrimination can be discussed and taught in our history, as prejudices are well-documented through American history. However, we should not be teaching theories that are themselves divisive.
Lafayette Parish	Parent/Guardian		What feels fair and equal to everyone I would want taught in my children's schools. Maybe learning the truth about history when we are younger will educate our future more and help issues we are having now.
Lafayette Parish	K-12 Educator (not administration or higher education)		I comment that the Social Studies standards for third grade remain the same and not be altered or changed in any way.
Lafourche Parish	Institution of Higher Learning Faculty		The Superintendent's comment about indoctrination is appalling. CRT is not an attempt to indoctrinate. If the overall goal of the social studies curriculum is truth and objectivity, why not apply a critical race theory lens where appropriate, especially when there is discussion of War and Reconstruction and Immigration and Cultural Diversity in the lower grades and US History in the upper grades. In fact why not apply other lens, such as feminist theory, where appropriate. Young people are wise enough to understand that just like in our families, we can love our country but at the same time recognize its flaws. In fact, to only focus on the positive and not allow school children to discuss the flaws hinders their intellectual growth and critical thinking skills.
Lafourche Parish	K-12 Educator (not administration or higher education)		I am a high school U.S. History teacher, teacher leader, and department head with over 23 years of experience. The new standards for U.S. History that covers over 400 years of history will be impossible to accomplish. The idea that a time span of such magnitude can be effectively covered within a single school year demonstrates a complete lack of understand of what can actually be accomplished in a classroom. The only way to successfully achieve this task would be to divide it into two separate classes.
Lafayette Parish	Parent/Guardian		Yes
Orleans Parish	K-12 Educator (not administration or higher education)		I see the need to for chronologically based history because it makes sense but what I do not understand is why U.S. History is a repeat of 6-8 grade. What does that look like for LEAP 2025? That is an exorbitant amount of material to cover. The standards and sub-standards also seem vague which for someone like me, allows me to teach the content that students need to have a well-rounded picture of the history of our nation and state; including topics that are controversial because it simply needs to be covered. I will teach controversial topics because it is real history to develop a well-rounded individual. That vagueness also still leads to the "white-washing" of history and educators who don't read between the lines of the standards will not teach pivotal information students need to be a well-rounded, learned individual. My second concern is will there finally be a development of Tier 1 Curriculum for Social Studies? The current scope and sequence guides are simply conglomerates of other state's curriculum programs. This would aid new teachers and some veterans who now have to shift their teaching focus to include much more content than the previous standards demanded.
Lafayette Parish	Parent/Guardian		Ancient/Mid evil history is not elementary age friendly. LA history should be taught in the lower grades. World history (Roman, Mid Evil, Victorian, etc) should be taught in middle and high school. Civics should not be introduced until middle school, it is too in depth for 3rd-5th graders to fully grasp. History should be taught correctly and not based on passages from old LEAP tests. This is why our children are struggling. EVERYTHING is taught around the useless state test. Let learning be fun and interesting again and not solely based on guessing answers for a test that in the long run proves nothing other than if the child is a good test taker.
Orleans Parish	K-12 Educator (not administration or higher education)		5th Grade standards should not be changed, by looking at the new standards some of the added information that have been put in is great but a majority of students are not able to understand and retain the information of the current standards as they are already. I've taught 5th grade social studies for a few years and the standards are great but changing them and adding to them is not an ideal thing to do.
Terrebonne Parish	K-12 Educator (not administration or higher education)		US History (high school) should not cover events prior to the Civil War/Reconstruction. These are covered in other history classes in younger grades. To ask teachers to cover everything from 1607-2008 means we'd barely be skimming the surface of each unit. Let US History remain focused on 1877-the present.
Orleans Parish	K-12 Administrator		I am deeply disappointed that these standards do not reflect the diversity of Louisiana or the reality of American's past and present. Students need to be taught the truth about history, not a sanitized version to placate those in power.
Lafayette Parish	Other Louisiana Citizen		Please teach the truth and ALL OF THE TRUTH. Anything less is a failure on your part.
Lafourche Parish	Student		Critical race theory, Womans rights, Juneteenth, LGTBQ
Lafayette Parish	K-12 Educator (not administration or higher education)		My sixth graders looooove World History! I am very sad to see the changes being being made to the standards.
Richland Parish	K-12 Educator (not administration or higher education)		American History teach full American History starting with the founding of our nation. It should be less political and more fact based.
Lafayette Parish	Parent/Guardian		I think the content is great. The content is not the problem. The teachers need to ensure that the students actually understanding the content. I know several students at my daughters school who are not grasping these terms or the content. She attends Carencro Middle.
Lafourche Parish	Representative of Organization	Bayou Community Academy	This is so superior in every way it still makes one wonder where the previous draft came from. The clear presence of the Marxist dialectic in the previous draft was and is still alarming.
Jefferson Parish	K-12 Educator (not administration or higher education)		Whose bright idea was it to change the new U.S. History standards to include the 1600s to today ? There is no way to cover this adequately in a semester. This really should be split in to two different classes. The way the change is structured would result in a curriculum that would be a mile wide, and an inch deep. This is bad teaching and learning.
Lafayette Parish	Parent/Guardian		I would like if the standards would include the history of all ethnic groups.

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Calcasieu Parish	K-12 Educator (not administration or higher education)		Overall I'm pleased with the revised changes of the standards. Although, the 4th and 5th grade standards are extremely heavy on religious views. At this age, children are very influenced by the teachings around them. If they are taught day in and day out about the idea of multiple gods, I fear this will be engrained in them. Especially if they aren't getting religious guidance at home. I personally will not be ok with my children learning about other religions that encourage the idea of multiple gods and the value of other beliefs that are not biblical. I would also be forced to resign if I were told to teach these standards to students. This would directly go against my religious beliefs of the one true God. The 4th grade standards have such a heavy load of describing in detail the religious beliefs of so many different groups. This, if taught at all, should be for upper grade levels when students already have a firm stand in biblical beliefs and can decipher between what's biblical and not. Otherwise, this will cause much confusion for little ones as their parents are trying to teach them moral values and biblical ideals.
Vernon Parish	Institution of Higher Learning Faculty		FROM: Charles Owen SUBJECT: Recommended Content Standards, Final Draft Recommended Addition for Multiple Grades, as appropriate: Learn the US, Pledge of Allegiance; learn the Louisiana Pledge of Allegiance, the State Motto, and the words and music of the State Anthem Fifth Grade: Please consider finding an appropriate location for the item listed below in the Fifth Grade Content Standards Analyze the origins of the Trans-Atlantic slave trade, developed initially as an outgrowth of the inter-African slave trade and how the conditions imposed by Europeans to send slaves to the west was new, but that practice of involuntary slavery had been happening for centuries. Review the practice and volume of the pre-Colombian native slave paradigm. Seventh Grade: Please consider finding an appropriate location for the item listed below in the Seventh Grade Content Standards Explain the need for and establishment of Historically Black Colleges and Universities (HBCUs) in the United States, including, but not limited to analysis of universities such as Cheney University, the Ashmum Institute, Lincoln University and Wilberforce University. Eighth Grade: Please consider finding an appropriate location for the items listed below in the Eighth Grade Content Standards 1. Analyze the effect of the birth, growth and effect of Soviet Communism on the world stage; address the genocide of Joseph Stalin's own citizens, the expansion of communism into China and Mao's extermination of Chinese populations. 2. Review and analyze the Louisiana Constitutions of 1898 and 1974 and the impact of non-unanimous juries on the state. 3. Review the attempt to establish a socialist colony in Vernon Parish in the early 1900s Civics: Please consider finding an appropriate location for the item listed below in the Civics Content Standard 1. Analyze the various types of Parish governmental structures in Louisiana, including Parish President, Police Jury, etc. and how these governments interact with state government agencies, to include but not limited to the Governor's Office of Homeland Security and Emergency Preparedness. US History: Please consider finding an appropriate location for the items listed below in the US History Content Standards 1. 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. 2. Analyze the history of the Louisiana Interscholastic Athletic and Literary Organization and the history of African-American schools across the State. 3. Analyze the history of Louisiana's Congressional delegation in the post-Civil War era, to include the elections of people such as Joseph Menard and Charles Nash World Geography: Please consider finding an appropriate location for the items listed below in the World Geography Content Standards 1. Describe the basics of cartography and how maps are created. 2. 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.
Vermilion Parish	K-12 Educator (not administration or higher education)		I am a 8th grade social studies teacher. I read through the Standards and found that they do not have any thing about John F kennedy and other president during the later part of the standards. If we are going to only look at part of US history we need to look at leadership of the us during that time.
Evangeline Parish	K-12 Educator (not administration or higher education)		I have reviewed the new standards proposed and I clearly don’t think they are any good. I currently teach 3rd grade and I feel that learning about Louisiana history is important for 3rd graders. Students who enter 3rd grade don’t have much background knowledge so I feel that teaching them the Louisiana history helps them and then build to United States history. I don’t feel that teaching United States history, as what’s proposed in the new standard is a good ideas.

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Iberia Parish	K-12 Educator (not administration or higher education)		I am writing concerning the World History Standards for high school specifically and the high school standards in general. The standards are quite vague, at least one is repeated, and the scale on which they cover too extensive (an example in geography standards: political institutions from local to supranational/for all regions???). As it is a WORLD HISTORY course including Louisiana is a bit of a stretch to say the least. I am assuming that the "DISCIPLINARY CONCEPTS" are set for a continuation for each core subject but forcing this standardization of criteria when it does not contribute to the specific content area is futile. I am concerned with the current political and social climate some of the standards will be challenged by stakeholders of the community citing the attempt at implementing critical race theory if a clear and concise scope and sequence does not accompany the standards. Setting the standards with the "DISCIPLINARY CONCEPTS" being the backbone for its organization leaves the standards scattered, out of chronological order and will cause disunity to the flow of the courses which will require extensive supplementary documents that will need to be companions to these standards in order to establish clear objectives to develop our courses around. For US History, starting in 1607 to modern times is an extremely daunting task to be placed on teachers of that subject given the struggle it is to get everything currently required from the Reconstruction Era to modern times currently. I am hopeful that what I have assessed is still a draft and by no way ready to be given to the teachers of our state to be implemented in our classrooms unless supplementary documents (such as a scope and sequence) have also been created and will be disseminated at the same time. Thank you for allowing this forum to share our thoughts.
Iberia Parish	K-12 Educator (not administration or higher education)		Having taught US History for the last seven years, I am very concerned at the proposed changes. It is always a challenge to finish teaching the standards prior to the LEAP 2025 given the amount of material that teachers are expected to cover. I see no feasible way to cover the proposed changes in a way that would allow my on level or cohort students to achieve even a mediocre level of success. Honors students would be hard pressed to measure up to state expectations as well. Implementing these drastic changes would negatively impact all students, no matter their level.
Vermilion Parish	K-12 Educator (not administration or higher education)		Implementation is a huge factor. How will this be implemented? We saw the push back that parents had with common core. Students went from succeeding to being taught this new way, that yes does make sense, but it was not how they were taught previously. We cannot just shuffle the order of how our subjects are taught without repercussions and expectations that parents, students and teachers will be okay with this. When the new scope and sequence came out for social studies it was a struggle for students who never had written or analyzed sources before that were in higher grades. We have to start from the bottom and work our way up for these kids to be successful. In some cases we will have students that will be taught the same information back to back school years. This isn't benefitting them. They will not be learning any new information. How much of a focus will be on Louisiana History? We say it is intertwined but looking at the standards, it seems as though it is on the back burner. We have the most unique state it is a shame that students do not get to learn more about it.
Sabine Parish	K-12 Educator (not administration or higher education)		I do not support CRT as a Theory because is just that- A Theory. It leaves to much open for personal input. Classroom debates opens up discussion and a transfer of ideas. When a guiding question or DBQ is introduced the student is involved. We need facts introduced and then discussion. Feelings should not trump fact.
St. Tammany Parish	Parent/Guardian		I am concerned about changes to social studies standards which in any way pit one class or race against another. No new standards should allow this to be taught to children or any age. Also, the curricula should be kept open and transparent so parents can see what is being taught with their children.
Franklin Parish	K-12 Educator (not administration or higher education)		Hello could the state education department look at moving civics education to a senior course instead being taught on the freshmen level of high school. Here is the current state of high school civics education:* Only nine states and the District of Columbia require one year of U.S. government or civics, while 30 states require a half year and the other 11 states have no civics requirement. While federal education policy has focused on improving academic achievement in reading and math, this has come at the expense of a broader curriculum. Most states have dedicated insufficient class time to understanding the basic functions of government.11 State civics curricula are heavy on knowledge but light on building skills and agency for civic engagement. An examination of standards for civics and U.S. government courses found that 32 states and the District of Columbia provide instruction on American democracy and other systems of government, the history of the Constitution and Bill of Rights, an explanation of mechanisms for public participation, and instruction on state and local voting policies. However, no state has experiential learning or local problem-solving components in its civics requirements.12 While nearly half the states allow credit for community service, only one requires it.13 Only one state—Maryland—and the District of Columbia require both community service and civics courses for graduation.14 Nationwide, students score very low on the AP U.S. government exam. The national average AP U.S. government exam score is 2.64 out of 5, which is lower than the average AP score of all but three of the other AP exams offered by schools.15 Most colleges require a score of 3.0 or higher, and some require a score of 4.0 or higher, to qualify for college credit. Only six states had a mean score of 3.0 or above, and no state had a mean score of 4.0 or above, on the AP U.S. government exam.16 States with the highest rates of youth civic engagement tend to prioritize civics courses and AP U.S. government in their curricula. The 10 states with the highest youth volunteer rates have a civics course requirement for graduation and score higher than average on the AP U.S. government exam. Seven out of the 10 states with the highest youth voter participation rate score higher than average on the AP U.S. government exam.17 11. The authors' calculations are based on data collected from state departments of education and the Education Commission of the States. Data are on file with the authors. 12. The authors' calculations are based on data collected from state departments of education and the Education Commission of the States. Data are on file with the authors. 14. The authors' calculations are based on data collected from state departments of education and the Education Commission of the States. Data are on file with the authors. 16. The authors' calculations are based on data collected from the College Board. Data are on file with the authors. 17. The authors' calculations are based on data collected from state departments of education, the Education Commission of the States, the U.S. Census Bureau, the Corporation for National and Community Service, and the College Board. Data are on file with the authors.

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Caddo Parish	K-12 Educator (not administration or higher education)		After reviewing the proposed new standards, I have come to the following conclusions: 1. Standards US.1 through US.16 are not currently taught in U.S. History. Students enrolled in AP U.S. History are taught this according to College Board standards and objectives. In order to teach this in the school year, it would require having a U.S. History I and a U.S. History II. There is no way possible to teach all these standards in the school year and still teach what is required for the LEAP 2025 exam. This is ridiculous. 2. Standards US.17 through US.24 are currently taught. There is no problem here. These are our current standards and objectives. We are able to cover all standards during the school year. 3. World Geography - the proposed standards awere copied straight from AP Human Geography. Why would we offer AP Human Geography if World Geography will be taught the same way? There should be a distinction between World Geography and AP Human Geography. I think that world geography should remain the way it is currently taught, and it is taught regionally.
St. Charles Parish	K-12 Educator (not administration or higher education)		The proposed standard for 11th grade US History encompasses entirely too much information for us to accurately portray the true history of our country. It would essentially add 300 years of history to the course we are currently teaching. Under these standards, the students could only be given a brief overview of our history, and we would not be able to analyze or critique the decisions of our previous leaders.
St. Tammany Parish	K-12 Educator (not administration or higher education)		In my opinion, the 4th grade standards that we have currently are more beneficial to the students. Our 4th grade Guidebook unit, American Revolution, is much more aligned to the current Social Studies standards. The linking of the two results in a deeper knowledge of the events that led to the creation of our country, and allows the students to form their own opinion on if the colonists were justified based on facts from research. I feel that separating the American Revolution Guidebook unit from the current 4th grade Social Studies standards would have negative effects on student engagement and overall understanding. Having to learn about two totally different time periods may lead to confusion and or feelings of being overwhelmed.
Franklin Parish	K-12 Educator (not administration or higher education)		As a current 1st grade teacher, I feel that the change in standards for the lower grades would be a better option. The standards and curriculum now is not appealing to the students and I have seen this year that they do not interact in the lessons. I feel that with the new standards not only will the students get to learn more about our great state but it will have more opportunities to find exciting curriculum and material for the lessons. I personally feel that the standards now are not teaching our students anything about history that they are able to understand. I truly feel that it is way above their level. I am only able to give my comment and opinion about what I am currently teaching but I would worry about adding 200-250 years of history to be added to the standards to be taught when we as teachers are already pressed for time on the information that we are required to teach. I hope that my opinion and comment will be taken into consideration when making a decision.
St. Tammany Parish	K-12 Educator (not administration or higher education)		I have taught both 7th grade American History 1609-1877 and High School American History 1877-present. Each of these courses were a year long and it was difficult to get through and for students to comprehend much of what they learned. Making this course go from 1609-2008 will only dumb down what is being taught. Only the most basic concepts and themes will be able to be learned. We often marvel at the ignorance of Americans when it comes to their history. It is decisions like this that create this ignorance. I completely disagree with this idea.
Union Parish	Parent/Guardian		I as a parent feel that this is backwards thinking and children should be taught full American Histiry not whitewashed version with inaccurate facts to please certain people to not bring up the ugliness this country was founded on. This is not fair to students to not be taught real history and there is no critical race theory being taught in LA or any other elementary or secondary school in this country that is theory taught in law classes in college. And to use it as a tool propagate line to rile up a base that chanpions racism is disgraceful. The school system needs to do better and teach all history not just what placate some people's feelings to not recognize others.
Orleans Parish	Parent/Guardian		Critical race theory should be integral in middle and high school. Otherwise you are cherry-picking American history. How is learning of the Holocaust and reading the diary of Anne Frank any different other than you can disassociate from the humanity's inhumane treatment of others when you're learning about Germany.
Tangipahoa Parish	K-12 Educator (not administration or higher education)		The standards presented for grade levels 4-8 encompass too many ideas and concepts. The amount of content in each grade level is honestly too much. Give teacher a less content to teach deeper. For instance the early man and indigenous peoples of America could be moved to third grade. To expect a 4th grade student to learn history from Early Man up to the Renaissance is unthinkable. If it is pared down to Mesopotamia, Egypt, China, Rome, and Greece it would be more manageable. For our student to compete nationally and globally, we have to think about our students' capacity for knowledge. It would make more sense to narrow the focus and teach more deeply about each topic.
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		I believe this fits the grade level so much better than what was given to us in the fall. I believe the students will be benefit from the information they are being taught. I have felt like they were missing out on alot of the information that I feel a student should know.
Calcasieu Parish	K-12 Educator (not administration or higher education)		I am very impressed with the proposed social studies standards. I believe that they are written and scoped in a way that represents the truth and entirety of our history, the good, the bad, and the ugly. It provides students with the tools to think, evaluate, and compare the benefits and consequences of each significant event, movement, and ideology, while preparing students to evaluate the broader picture of current events. I really like that K-2 students are taught the foundations of citizenship, involvement, their rights and responsibilities, as well as using their voices in a responsible ways. Another key elements noted is the teaching of economics through out grade levels in way that teaches students the value of a dollar, the pride in hard work, earning money, and stewardship in both producers and consumers through cost and benefit analysis. Financial literacy and good foundations in money management is essential. The middle and high school standards provide in-depth analysis of the "why," the "how," the sacrifices, the consequences, and the benefits of where we are today. Students will be able to see the total picture of the changing landscape of world history into the foundation of the United States and what sets our country apart without propaganda and bias. I believe it is of upmost importance and a duty to teach the sacrifices and hardships of the cost of our liberty, freedom, and rights, as well as how easy and fast we could lose it all. These standards will equip students with the tools and skills to be informed Americans of their duties and rights, to understand and defend their freedoms, and to be active, productive, and responsible members of society. I believe these standards are very well done and can not wait to see the growth and impact it will have on our students.
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		I think these standards are easier for kids to understand. They cover all important topics.
Calcasieu Parish	Parent/Guardian		I have an elementary, middle school, and high school student. I have had many concerns about what could potentially be in the new social studies standards. After reading this draft, I am thrilled. This would be very beneficial for our school kids. Please approve this draft. Thank you.

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Calcasieu Parish	K-12 Administrator		Having taught middle school social studies and USHistory for a combined 17 years I am in favor of the new standards and shifts in social studies. The previous GLES were too broad and left too much room for interpretation. The new standards are specific and measurable. Previous GLES and content for middle school had World (6), American (7), and Louisiana (8) history taught in isolation, making it difficult for students to make connections from year to year and develop a deeper understanding of history. The structure of the new standards for 6,7,8 grades, allow for a chronological presentation of historical events, students to build on prior knowledge as well overlap enough that students will revisit key events each year, which makes sense for students at the middle school level. These standards also seamlessly include key concepts from Louisianas history into American history so that these are not taught independently , but rather as parallel events.
Orleans Parish	K-12 Educator (not administration or higher education)		I have taught U.S History for nine years in Louisiana. The existing Curriculum (Western Expansion- the "Modern Era") is already far too much information to pack into one semester. Now we want to go from 1608-2008!?!?!? This is a disaster. Whoever decided that this was a good idea either is not currently in the classroom, or is not actually TEACHING, but rather lecturing. The second revision that I saw (1898-2008) was much better, as it would allow for us to go more in depth with the content.
Acadia Parish	K-12 Educator (not administration or higher education)		As a first grade teacher these standards are ridiculous. My first graders can barely spell much least complete this ridiculous standards. I would love to teach about our great state of Louisiana to my first graders but with standards that are based around their grade level.
Vernon Parish	Institution of Higher Learning Faculty		The contents standards are very balanced and I believe they are appropriate for our school systems in Louisiana. I think these standards are excellent! Thanks to all who contributed to this great effort.
Ouachita Parish	K-12 Educator (not administration or higher education)		I support these changes. I feel like it will give students a deeper global understanding, more easily show patterns of civilization development, and be more engaging.
Bossier Parish	Representative of Organization	Former State Legislator, former Superintendent of Bossier Schools and currently President of Republican WONEN of Bossier.	I am very pleased with these standards amd I appreciate Superintendent Brumley for addressing the concerns of so many across this state. We absolutely want no part of CRT in our schools.
Bossier Parish	K-12 Educator (not administration or higher education)		Coming from a 3rd grade teacher perspective, these standards look way more capable for their age range. The only standard I could see that would be extremely uncomfortable to teach would be 3.5 B referring to "Juneteenth."
Calcasieu Parish	K-12 Educator (not administration or higher education)		After reviewing the newly proposed standards and being an elementary teacher myself, I feel like the new standards are entirely to complete for the grade level that they are intended for.. I currently teach 4th Social Studies and most of these standards are moving to 2nd grade. The proposed standards for each elementary grade level are not appropriate for the maturity level as well as the overall intellectual of the students they are intended for. With the recent hurricanes and pandemic, students are already behind and have many gaps and with these standards we are asking them to learn something way beyond what they are academically capable of learning. I think these standards are not adequate for each grade level and we will see much regression across the boards if we implement then in the elementary classroom.
Rapides Parish	K-12 Educator (not administration or higher education)		Definitely agree with bringing Louisiana cultures into the classroom. The one thing I do not agree with is the way Thanksgiving is taught. My husband and my children are Native American. It is very disturbing for my children to be taught what the schools want them to learn about their own culture and what Thanksgiving actually is. I feel as though we should not celebrate something that is offensive to my families heritage.
Vernon Parish	K-12 Educator (not administration or higher education)		I think that the ideas/concepts that these changes will possibly present to 3rd graders are too difficult for 8 year olds to comprehend. Especially considering there is no way, as of now, to asses that students 1-2 are learning what they need for 3rd grade to build their knowledge for the LEAP. If students aren't getting any background knowledge about Louisiana or the country I don't see how they can be expected to learn about other countries/civilizations and deepen their knowledge on US history.
Vernon Parish	K-12 Educator (not administration or higher education)		These standards are very good and are very age and grade appropriate. Thank you for the chance to provide comment. Excellent work!
St. Martin Parish	K-12 Educator (not administration or higher education)		On K standards on Louisiana foods remove tamales as an example of a LA food (Spanish/Mexican).
East Baton Rouge Parish	Other Louisiana Citizen		Elizabeth Jeannene Kogler
Rapides Parish	K-12 Educator (not administration or higher education)		Our current 5th graders will be repeating a big chunk of the standards/topics we have been studying very thoroughly when they enter 6th grade.
East Baton Rouge Parish	Other Louisiana Citizen		I have read and approve the standards from Kindergarten through 3rd grade. Thank you!
Rapides Parish	K-12 Educator (not administration or higher education)		There is a HUGE gap in world history. Students who graduate after following this curriculum will have a shallow understanding of how US history is related to the rest of the world. It is not necessary to spend three middle grade years on US history, especially as there are 2 primary years and one secondary year devoted to US history. At the least, one of those middle school years could be devoted to a course that focuses on globalization. A better option would be to have two secondary years of world history. The curriculum as written allows 6 academic years to cover 500 years of US history, but only 3 academic years to cover several millennia of world history. That is grossly unbalanced.
Bossier Parish	K-12 Educator (not administration or higher education)		This is the most progress I've seen in the standards.
Rapides Parish	K-12 Administrator		I've been waiting for this alignment for years being in Education!!!

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
St. Tammany Parish	K-12 Educator (not administration or higher education)		The US History extensive of the years covered 1607-Present is preposterous. We have a difficult time as it is covering the years 1850-Present. This will result in a water down curriculum and the students not gaining a deep understanding of our country's past.
Jefferson Parish	K-12 Educator (not administration or higher education)		This new curriculum makes sense, but will the rollout of this new curriculum allow for students in this curriculum to be phased in? Or will the teacher have to reteach things that they should have been taught if they were in the new curriculum? If this rolls out next year, the 6th graders from this year do not have a strong background in American history to jump into learning about Washington because they have no background of the Revolutionary War.
Lafourche Parish	K-12 Educator (not administration or higher education)		Although I am pleased with the recently released more specific standards for middle school, I am very concerned about the high school standards, mostly in US History. Why the change from the earlier standards draft? These current standards have added almost three hundred additional years to the history being taught. This change will require teachers to speed through these standards with very little student mastery. These standards reflect the AP curriculum; however, ALL Louisiana students must be successful in US History to graduate, not just advanced students. These standards and the speed at which will be be taught will harm students and potentially prevent some from graduation.
Iberia Parish	K-12 Educator (not administration or higher education)		I teach 7th and 8th grades social studies in Iberia Parish. I appreciate the work of the committee. It is obvious the great amount of work that has gone into this revision. Unfortunately, my top concern has not been addressed in the revised standards. As a native of Louisiana, I love my state. I love my people. My roots are here and so are my students'. This is why I love Louisiana History. I am extremely concerned that by eliminating the course, we are setting our children up for failure. Failure to connect to their roots. Failure to understand who we are and where we come from. Our history is so special and our students love to discover why Louisiana is what it is today. I understand that the idea is not to eliminate Louisiana History but integrate it with social studies over several subjects over several years. If we are being practical, we would realize that this will not work. Our history will get lost. Our history deserves a course of its own. It deserves to have the spotlight shown on it. By putting it in with other things, I feel like we are saying that it is not important enough. I think have US history taught over 2 years is a good idea. Lets make that 6th and 7th grade. Lets keep 8th grade Louisiana History. 8th Grade has been Louisiana History for decades. That tells us something. Let's make our history count! While I do not teach high school, I am extremely concerned with the scope that the new standards have for US History. It is ridiculous to think that in 1 course, you can cover 400 years of our history. That is absolutely ridiculous. There was nothing wrong with the starting point that exists now except that it might start too far back. Let the students go in depth with more modern history. Let them study the Vietnam War and Watergate and Desert Storm. Lets stop rushing things. Our history is too important. In closing, I would like to say again that I greatly appreciate the time and effort dedicated to this cause. My comments can be summed up as this: Please save Louisiana History and please make the scope of high school US History realistic. Thank you.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
I do not live in Louisiana.	Representative of Organization	National Association of Scholars/Civics Alliance	Dear Louisiana State Board of Elementary and Secondary Education, The National Association of Scholars (NAS) and the Civics Alliance works to ensure that every state has academic standards that promote first-rate education and protect school children from political indoctrination. We promote reform of content standards in every state, and we were asked by Louisiana citizens to comment on the draft Louisiana Standards: Social Studies (LSSS). We read these standards (draft of September 23, 2021). We concluded that LSSS, unfortunately, used misguided pedagogical principles and had been politicized to forward a radical curriculum aligned with Critical Race Theory and Action Civics. Its substitution of World History for Western Civilization erased America's history of liberty and operated at too large a scale to allow teachers to teach effectively. We recommended that the Board of Elementary and Secondary Education (BESE) revise that draft thoroughly. [Peter Wood and David Randall, "Letter: Reforming Louisiana Social Studies Standards," October 18, 2021, https://www.nas.org/blogs/article/letter-reforming-louisiana-social-studies-standards.] We are delighted that BESE has done so. BESE has produced an excellent final 2022 Louisiana Social Studies Standards. [2022 Louisiana Social Studies Standards, https://www.louisianabelieves.com/docs/default-source/academic-standards/02-08-2022---draft-louisiana-social-studies-standards.pdf?sfvrsn=52de6518_14.] These rigorous standards eschew misguided pedagogy and radical curriculum. The Standards possess a few small errors. [E.g., "Identify and locate geographical features of ancient Mesopotamia, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains." 2022 Louisiana Social Studies Standards, p. 16 [Standard 4.10.a]. The Standards should replace "ancient Mesopotamia" with "the ancient Near East".] Also, they fail to replace World History with Western Civilization. Yet we believe they will generally provide an excellent education for Louisiana students. We wish to repeat some larger recommendations we made in our previous comment. We believe that these four (4) strategic reforms will allow BESE to build upon its fine work in these standards. 1. State Autonomy. National frameworks such as the National Council for the Social Studies' College, Career, and Civic Life (C3) Framework for Social Studies State Standards and Educating for American Democracy's The Roadmap to Educating for American Democracy replace social studies pedagogy with identity politics and radical activism pedagogies. [David Randall, Issue Brief: The C3 Framework, National Association of Scholars, https://www.nas.org/blogs/article/issue-brief-the-c3-framework; Stanley Kurtz, "Consensus by Surrender," National Review, June 10, 2021, https://www.nationalreview.com/corner/consensusby-surrender/.] We recommend that LSSS detach itself from these frameworks. 2. Stronger Writing Expectations. LSSS Social Studies Skills and Practices (p. 60) includes no assessable expectations that students write intellectually sophisticated history papers with full command of the English language. LSSS should add Writing Expectations, such as: "Students are expected by the end of 12th grade to write an intellectually sophisticated 10-page history paper with full command of spelling, punctuation, and grammar, and thereby demonstrate that they are prepared for an undergraduate history course." 3. Liberty's History. LSSS still compresses the history of liberty, which is the foundation of America. LSSS replaces Western Civilization with World History and so erases the coherent narrative that explains the source of America's ideals and institutions of liberty. LSSS should replace World History instruction with Western Civilization instruction that identifies the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government, and examines how they contributed to the formation of modern American ideals. 4. State History. LSSS distributes Louisiana state history in its World History and United States History instruction. This choice means students will not learn a coherent account of Louisiana's history. LSSS should create a discrete one-semester State History course. We also believe that Louisiana students will be well served if Louisiana policymakers give statutory support to the curricular changes embodied in the 2022 Louisiana Social Studies Standards and in our suggested strategic reforms. We urge BESE to request the Louisiana legislature to enact legislation based on the Civic Alliance's model laws, including the Historical Documents Act, Partisanship Out of Civics Act, Schools Nondiscrimination Act, Social Studies Curriculum Act, and Western Civilization Act. [Historical Documents Act, https://civicsalliance.org/model-k-12-civics-code/historical-documents-act/; Partisanship Out of Civics Act, https://civicsalliance.org/model-k-12-civics-code/partisanship-out-of-civics-act/; Schools Nondiscrimination Act, https://civicsalliance.org/model-k-12-civics-code/schools-nondiscrimination-act/; Social Studies Curriculum Act, https://civicsalliance.org/model-palm-card/social-studies-curriculum-act/; Western Civilization Act, https://civicsalliance.org/model-k-12-civics-code/western-civilization-act/.] We believe these recommendations would improve social studies instruction for Louisiana's students—but only by building on the excellent work done to produce the 2022 Louisiana Social Studies Standards. BESE's social studies standards are now a model for the nation. Respectfully yours, Peter Wood President, National Association of Scholars David Randall Project Director, Civics Alliance

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Franklin Parish	K-12 Educator (not administration or higher education)		I would like to comment as an educator and parent. I am a certified 6-12 Social Studies educator and I am concerned about the amount of information students and teachers will need to cover in the High School U.S. History course. The proposed standards have this course covering more than what is covered now, and I know that it is nearly next to impossible to cover what is involved with the current dates expressed in the current standards. This is something that needs to be considered when viewing the timeframes in the History courses from grades 6-12. As a parent, I know this is an enormous amount of area already and then adding more to my child concerns me. I am a parent that holds high expectations for my child and to see more added to her is something that I see could lead to a struggle in mastering the skills and content needed for the course. This state test is already considered the most strenuous one of all high school LEAP test and it contains more writing than English 1 and 2. It has been mentioned that U.S. History will not be a state test by the time she gets to high school, but having the History course will increase her understanding for the Civics that is said to take the place of U.S. History in state testing. I really hope that this is reviewed again and this amount of content is taken into consideration for the new standards. Thank you.
St. Tammany Parish	Parent/Guardian		I approve the entire draft of standards as you have present them. Thank you
Vernon Parish	K-12 Educator (not administration or higher education)		As a teacher, I refused to teach some of the content that was in the previous curriculum for Civics. It was not factual based or evidenced through logic but push from the liberal side to indoctrinate children. As a citizen of Louisiana, I was mad and angered that we would even consider data/studies from Universities such as Cal-Berkley or Stanford to push statistics into our Louisiana state curriculum. I am appalled at the literature used to drive home the points of government. As a parent, I am infuriated at our state's attempt to cram liberal literature from articles from liberal writers to our children that have no facts based information but mere thoughts and/or illusions. I want to thank Mr. Charles Owens for his diligent work on seeing these standards revamped to take on a deeper historical value of evaluating facts and evidence in our great state of Louisiana.
Iberia Parish	K-12 Educator (not administration or higher education)		The High School United States History standards cover an absurd amount of history. In my twenty plus years of teaching US History at the High School level, I have never covered all the current standards required due to time restraints (and that was from 1868 to 2000). These new standards expect teachers to cover from 1607 to 2008. How does the LA DOE expect teachers to cover 400 years of history in the 180 days of school. Teachers would have to cover two-three years of history each class period to meet these standard's requirements. That is IMPOSSIBLE!! The Draft Standards for US History also repeat the same material from 6th grade, 7th grade, and 8th grade. Why does this material need to be taught AGAIN in the 11th grade if it has already been covered in previous years? Key concepts like THE COLD WAR, Korean War, Vietnam War, and Civil Rights are pretty much eliminated from the Draft Standards. WHY?? The first set of Draft Standards only covered from 1898 to modern day. Why the sudden addition of 200 years? Why cover from the beginning of America's time to modern day in one class? The students will not be able to retain this amount of information, nor will teachers be able to cover this information in any amount of depth. Teachers will basically be able to expose the students to the key concepts and then move on to the next concept. There is no time for deep thinking about a topic or discovery, which the LA DOE is constantly pushing for students to achieve. Please consider revising these Standards to only cover what US History currently covers (1868 - 2000) or the FIRST DRAFT of standards covering from 1989 to modern day. This is achievable for both teachers and students. The current DRAFT is entirely TOO MUCH information to cover in one calendar school year!
Iberia Parish	K-12 Educator (not administration or higher education)		11th grade standards cover an absurd amount of information. No way will any teacher be able to appropriately cover 400 years of content when they previously were barely able to cover 130 years. With regards to Louisiana Studies- The students will no longer learn about the history of our state. This history will be overshadowed buy the overwhelming amount of US history that teachers will be focusing on. As a current teacher of Louisiana Studies, I know where we can and should implement Louisiana History into the US History curriculum, but most others will not be aware of what information needs to be covered. I fear Louisiana Studies will be left behind. These students will not learn about the rich history of our state.
Acadia Parish	Parent/Guardian		with all that has occured in this school Year my child has been unable to properly adjust she is having issues with being in a classroom sitting as her mother it is imperative that i choose the best way of learning for my daughters needed education.
St. Tammany Parish	K-12 Educator (not administration or higher education)		The first problem with the Social Studies curriculum is the amount of content that is being required. I currently teach 7th grade American History. I am supposed to teach from the colonies until reconstruction. That has always been too much content to cover in one year. The new curriculum is having me start at Washington and end at Reconstruction which at first glance seems like less content but when you add in the Louisiana History that I will be required to teach it is not really less content. I am always caught in between trying to teach all of the content before and LEAP and making sure my students master the content. That is two very different things. The second problem is in elementary schools (when 6th grade is included) Social Studies is an afterthought to ELA. They are not always taught the content necessary to be successful in the next grade. For example, if they are not properly taught the Revolution in 6th grade then 7th grade becomes extremely difficult. I will have to back up and reteach. The solution to this is to make 6th grade start with European Explorers through the establishment of the 13 Colonies. 7th grade will begin with the 13 Colonies and go through either westward expansion or the causes of the Civil War. 8th Grade will begin with the Civil War and go through the 20th century if necessary. Louisiana History can be added to each grade where needed. As a teacher of this content for the last 11 years this makes more sense. Please consider quality or quantity where Social Studies is concerned.
Lafayette Parish	Parent/Guardian		everything is good
Ouachita Parish	Other Louisiana Citizen		It's important to make sure kids understand "under God" was not added until the 1950's as a direct reaction to the Cold War. We are secular so children should not be taught we are a Christian nation but rather one with a constitutional right to freedom of religion. When discussing who Nazi Germany targeted, one must include they arrested first the Socialists, Communists, gays, and those who stood in opposition to the government. Fascism should be taught for what it is, far fight ideals. Teaching that white privilege exists, is not teaching kids they should be ashamed to be a certain race, rather that our country is built on the standard of the white land-owning male. Critical race theory is not nor has ever been taught in K-12 and it is wrong to not correct those who assume it is currently being taught to children. Dr. King wrote more than "Letter to Birmingham Jail" and "I have a Dream." It's important to focus on how he thought the economic situation and worker's rights were key to progress in this country. I understand none of the above will get any consideration because this state can't seem to move beyond DAC history but there will come a day, when history, the truth will be taught. There is no place on this Earth where the past isn't filled with war, murder, hate, horror and at the same time moments of peace, compassion, and decency, you must teach the dark points with humanity to create an accurate picture.
St. Tammany Parish	Other Louisiana Citizen		I am pleased with the progress of this draft. It reflects a balanced approach to the social studies standard, with a coherent timeline, classic study method, Louisana history is nicely incorporated into the standard, and the high school offerings incorporate world history, US History, and Civics with what feels like truly complete offerings.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Lafayette Parish	Student		I think that the Social Studies level expected from us students is very minimal: all we are expected to do in social Studies is read a text and answer questions that were already clearly stated. There is no memorization or understanding of a historical event expected from us students. I wish that Social Studies were taught differently with more Stories, facts, and themes learned by us from past history.
Bossier Parish	K-12 Educator (not administration or higher education)		I previously commented on standard 3.5-I want to say after reviewing this again, I would revoke my comment on being uncomfortable teaching certain aspects in that standard. I believe it is very important to get into those uncomfortable situations with students. However, we will need to be educated WELL on these topics so bias does not reside. (PLEASE WE NEED PD) Thank you for the reworking of these standards.
Acadia Parish	Parent/Guardian		N/a
Vernon Parish	Representative of Organization	Vernon Parish RPEC	I endorse the current draft and would appreciate your positive consideration.
Natchitoches Parish	K-12 Educator (not administration or higher education)		My biggest concern with these standards is that the content that U.S. History teachers are responsible for has been effectively doubled - moving from 1877 to present (currently) to 1607 to 2008. Many teachers struggle with pacing now, and we are adding roughly 250 years to course content. Increasing course content this much will naturally result in a sacrifice of deeper student understanding. Further, it necessitates a complete redesign of the LEAP 2025 (if we intend to continue with U.S. History as a LEAP course). Several of the standards provided are overly descriptive and specific, and will make it virtually impossible for teachers to cover all of these standards to the necessary depth in one school year. The standards seem to lack uniformity and consistency, as some units are unreasonably detailed and specific while others omit important concepts and ideas. Several of the standards (such as the proposed US.17) contain so much information that they could be taught as several independent units. Also, several concepts are omitted from these standards, such as the importance of propaganda during both World Wars, FDR's attempts at court-packing during the New Deal, LBJ's Great Society, President Nixon's War on Drugs, and the changing perceptions on the trustworthiness of government post-Watergate and Vietnam. The standards also lack mention of natural disasters relevant to Louisiana (such as Hurricane Katrina).
Vermilion Parish	K-12 Educator (not administration or higher education)		I am a veteran teacher with 20 years experience, but this is my first year teaching third grade social studies. It is ABSOLUTELY amazing learning about our state and maturity appropriate standards. Changing the standards would be an injustice to Louisiana and the future leaders of our state. The new standards are highly inappropriate for 8 and 9 year old's maturity level, background knowledge, and concept of Social Studies. If a student cannot "own" their learning, they are NOT learning. If a student cannot "see" their learning, they are NOT learning. If a student cannot "experience" their learning, NO ONE is learning.
Vernon Parish	K-12 Educator (not administration or higher education)		U.S.History/Louisiana History - I recently retired from teaching Social Studies for 36 years, so I have passionate interest in making sure our students have an accurate, unbiased understanding of history. I will share several comments: 1- Let me thank you for working diligently on this draft. I believe all of history should be taught...the good, the bad and the ugly (and sometimes it is). As a former teacher, I KNOW this can be done in a unbiased manner that simply lays out the facts and allows students to form their own opinions. That is a the responsibility of a good teacher. So thank you for drafting standards that will allow the teaching of history without an ulterior purpose. 2- - While I still would like to see Louisiana studies offered as a stand-alone subject, I like the look of this better than the previous draft. I like teaching U.S. History in both 7th and 8th grades as opposed to the first half in 7th grade and the second half in high school. I feel like there is more continuity this way. 2- I ask that once the standards are adopted, the curriculum department places an emphasis on the history of Louisiana if it remains embedded within other subjects. I taught 8th grade Louisiana history for many years before transferring to high school. I occasionally run into former students and they frequently comment on how as adult, they realize how much the learned about our great state in junior high. So I beg you...let's not treat the study of Louisiana as a "sidenote" in 7th and 8th grade. We have such a fascinating history. Be sure to embed that love of our state deeply in our students. 3- I would like to see the standards extend through 2020. Students enjoy learning about something they are experiencing. These standards will be in effect for many years, it would wise to carry them as close to present-day as possible. Again, thank you so much for your time and trying to create a good Social Studies background for our students.
Lafayette Parish	Parent/Guardian		In general, I am very concerned about recent, renewed attempts at whitewashing history that we are seeing around the country. I am also troubled by attempts to sneak religious and political propaganda into social studies curricula. We should be making every effort to teach our children a history that is as factual, as comprehensive, and as unbiased as we can make it.
Orleans Parish	Parent/Guardian		As the parent of a public school student, I want to voice my support for these revised standards, which provide a broad and inclusive look at our history and culture. I'm especially glad to learn that the High School Civics standards will include education about the important roles LGBT people have played in Louisiana and nationwide. I would like to see the wording of Civics standard C2 expanded to state explicitly that LGBT history will be taught. Thank you for your time.
Lafourche Parish	K-12 Educator (not administration or higher education)		As a current high school US History teacher, I would respectfully disagree with the introduction of even more material to fit into one school year. The new standards include material dating back to the start of America, and while I agree of it's importance I firmly believe it is too much material. If the standards wanted to refresh the students of the information from our formation, it wouldn't be a stretch to cover some of the material at the beginning of the year. With how the standards are written though, it asks for specific material and topics to be covered at length. I do not believe there is enough time throughout the year to cover 200 more years of material at the start of the school year before trying to arrive at history up to 2008. In a normal school year, it is just enough time to cover from reconstruction to present day topics. Thank you for your time and understanding from the point of view of current US History teachers.
Bossier Parish	Other Louisiana Citizen		I appreciate your hard work on this and am so glad we do not have any CRT included in this draft!
Bossier Parish	Parent/Guardian		I support these standards as proposed and agree our Louisiana Standards have no part of CRT in our curriculum.
Bossier Parish	K-12 Educator (not administration or higher education)		As a retired educator with social studies as one of my areas of certification, I am extremely concerned about CRT being taught to our students. Rather, I am excited to see the draft of the Social Studies curriculum presented here. It builds critical thinking skills with age and develop tally appropriate activities. I fully support this draft !
Bossier Parish	Other Louisiana Citizen		I support these Standards and pleased there is no Part of CRT in our curriculum
Bossier Parish	K-12 Educator (not administration or higher education)		I am very happy with the idea of moving the standardized test from US History to Civics, but I cannot pretend to believe that making the US History course cover the period from 1607 to present is a good idea. Having already shifted the focus from content knowledge to literacy skills, students grasp of our history and key historical trends is currently haphazard at best. Expanding the timeline will only exacerbate this problem by making deep dives into important historical topics practically impossible. The earlier suggestion to move the Westward Expansion unit from the high school course to middle school course was designed to limit the number of topics in the upper course, allowing for more thorough study for our students. The new plan is the antithesis of that. We ill-serve our students if we continue to water down the study of US History. Doubling the timeline of the course would necessitate a more shallow look at all topics. It should be our mandate to make certain that our students understand their own history more...not less.
Caddo Parish	Parent/Guardian		I support the new curriculum with our CRT.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
St. Tammany Parish	K-12 Educator (not administration or higher education)		The current way this curriculum is set up does not flow well especially for American History. American History tells like a story and if any part of the story is missed, it does not make sense. This is my second time commenting because I just need to make my point clear. I have been teaching American History for 11 years and my LEAP scores are good. I feel like I know what I am talking about. The amount of content we are required to teach is too much. Many of my standards say from the 1700s to 1890s....Do you have any idea how much history took place during those years. It's a lot for the teachers and it is a lot for students to comprehend as well. Less content means we can concentrate on this material and really make sure they understand the content or we can keep doing it the way it has always been done and see no improvement.
Iberia Parish	K-12 Educator (not administration or higher education)		U.S. History Concerns- Expanding the time frame covered from 1607 to 2008 will be nearly impossible to cover everything in one year. Most teachers already struggle to cover the time period we have now that is the 19th century until the present. Our students do not know enough of our recent history because it is a lot to cover in one year. World Geography Concerns- I would like to see specific countries added that need to be covered to ensure we are covering the correct material. I would also like to see more sources and activities in a World Geography Scope and Sequence.
Terrebonne Parish	Parent/Guardian		This is unacceptable coming from the state education dept. Expecting so much from grades 1-2 will set them up failure. As soon as i read the countries involved in 'The Ancient World' i knew this was more about inserting bible study into public school curriculum. That is what private schools and homeschooling is for and has no place in the Public Education System. Do better!
Lafourche Parish	K-12 Educator (not administration or higher education)		I currently teach 11th grade US History in the Lafourche Parish School District. One of our biggest obstacles with the current standards is having enough time to finish and teach every standard adequately. I am very concerned that with the new social studies standards it will be impossible for us to cover all standards like designed. I looked through them and I am aware that we are cutting out some of the topics for each standard but I am still concerned. With the new standards it expects students to retain prior knowledge from the middle school US History courses. This raises concerns because my students are now expected to remember the content and apply it in 11th grade; which works well if they would all actually remember what they are expected to. As educators, I am sure that you are aware that most students have a hard time remembering what we did last week much less 3 years ago. Please take this fact into consideration.
Lafourche Parish	K-12 Educator (not administration or higher education)		I have two comments. First, the United States History standards are completely unrealistic. It is impossible to do justice to American History if you are teaching it in its entirety. The standards are more modern, and I do like that; however, there is too much information within these standards. Second, the World History standards are too vague. I am hoping that there is a document that will organize these standards into a scope and sequence and provide some direction. I agree that our students need to be aware of Louisiana's global importance, World History may not be the most effective place to connect it.
St. Tammany Parish	K-12 Educator (not administration or higher education)		This comment is in regards to 3rd grade. I have taught Louisiana culture for many years to my students. Not only is it culturally significant but I think appropriate for their age level. It disheartens me that you are taking those standards away from these students without even giving the 3rd grade teachers the option to vote on it.
Tangipahoa Parish	K-12 Educator (not administration or higher education)		There is no way we will be able to cover from 1607-2008 wrote state testing in April
Bossier Parish	Other Louisiana Citizen		Thank you for listening to parents and grandparents regarding the changes to be made for the education of our children and our continued fight to keep any CRT based curriculum out of our Louisiana schools.
St. Tammany Parish	K-12 Educator (not administration or higher education)		I greatly appreciate how the first grade standards have been changed to directly relate to Louisiana. I feel as though my students are very curious about our state, its history, and its culture. I believe this change will make social studies more engaging for our students and create great opportunities for them to make real life connections.
Bossier Parish	Parent/Guardian		CRT does NOT need to be taught in our schools. Telling children that they're inherently racist before they even know what that means is evil, brainwashing & does nothing but cause division. Teach history the way it should be & has always been taught, which is information based on facts.
Ouachita Parish	Parent/Guardian		I am commenting on the entire draft. I like how it does not include critical race theory.
Ouachita Parish	Parent/Guardian		I like how this draft has a great timeline. I like the inclusion of Louisiana culture and history. I like the removal of the inquiry method.
Bossier Parish	Parent/Guardian		We need to return to the simple basic education classes for our children!
Ascension Parish	Other Louisiana Citizen		Thank you for responding to the issues and concerns raised by parents and concerned citizens during the review process. I am especially appreciative that the "Inquiry Method" has been completely removed from the Standards. In addition, I applaud the important curriculum content covering High School Civics, Louisiana History, U.S. History and World History.
West Baton Rouge Parish	K-12 Educator (not administration or higher education)		I currently teach 6th and 8th grade Social Studies. I really like the new projected curriculums. They make more sense than what we are currently teaching. Thanks for your work. Looking forward to planning new lessons.
Vermilion Parish	K-12 Educator (not administration or higher education)		I do not believe that nine and ten year olds are developmentally ready to learn about the ancient world in fourth grade. Students at this age are still learning basic concepts, such as: where they live, what different parts of the United States looks like in comparison to where they reside, etc. By rigorously pushing students to learn about foreign places, we are essentially setting them up for failure. Many students in fourth grade do not have the necessary background knowledge to retain and fully comprehend concepts of the ancient world.
Iberville Parish	K-12 Educator (not administration or higher education)		I am commenting on the 11th Grade US History Standards. The standards themselves are fine. My worry is the sub-objectives. There are MANY of them, and some seem quite specific..."Analyze the life of John Adams including his defense of British soldiers in the Boston Massacre trial, his role at the Second Continental Congress in favor of declaring independence, his condemnation of slavery, and the key events of presidency." There are several of these "analyze the life of" statements. The subject matter is fine, but I feel like this is far more content than we normally teach. Is the expectation that ALL of the sub-objectives are taught? I teach AP US History to half of my Junior level students and I find that these standards are even more expansive than the AP curriculum.
Livingston Parish	K-12 Educator (not administration or higher education)		I believe it will be difficult for 6th grade SS teacher to teach the foundations of the US Constitution when the students haven't learned about the ancient Greeks and Romans since 4th grade. Even then... how much understanding can a 4th grader have about systems of government? 6th grade teachers will have to reteach those key concepts, but will they have time?
Bossier Parish	Parent/Guardian		I approve.
East Baton Rouge Parish	Other Louisiana Citizen		I have read each item of the Standard from Kindergarten through High School History and Civics, and find it acceptable. I recommend this version of the curriculum. Thank you.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Livingston Parish	K-12 Educator (not administration or higher education)		Before reading my suggestions, you should know that during the past 25 years, I have taught Social Studies in grades 2-8 and hold National Board Certification in Social Studies/History instruction. The following should be included and stressed in the standards. The rich history of our state, the importance of WW II, and contributions of Louisiana's citizenry is grossly under represented. Many of the standards are not age appropriate in the lower levels. Grades K-2 need more study on Ruby Bridges (Students following Wit and Wisdom Curriculum in Grade 2 read about her for two weeks in their ELA classes. This is approximately 1/2 of the state's elementary students and her story is one that they can relate to as it is age appropriate.) 2.7a include Andrew Jackson 2.7d Rosie the Riveter (fictional character, but iconic and important) 2.21 Identify and locate major oceans and continents 3.5a Ruby Bridges 3.5c Rosie the Riveter 3.5d Liberty Bell and Tomb of the Unknown Soldier 3.7 include terms push/pull factors as they will need to know these -No mention of The Battle of Guadalcanal is made in high school and it was a turning point in WWII. -Standards focusing on the contributions of Amanda Shaw, Jimmie Davis, Fats Domino, Louis Armstrong, and Wayne Toups just to mention a few of our musical talents are excluded. . -Marie Therese Coincoin and the Cain River Creoles are not given the credit they deserve. -Tabasco, fleu de lis, and other state symbols recognized around the world should be taught in the lower levels multiple times. -The students need to learn more than just the contributions of Martin Luther King, Jr. when studying struggles for equality. There are women, Hispanics, and natives that have fought for recognition and respect as well. Lower Elementary levels do not understand MLK's contributions, but do understand and relate to Ruby Bridges. -There is hardly any mention of Civil War time citizens including Kate Stone, Francis T. Nicholls, etc... -The contributions of women in history, Louisiana during the Civil War, America during WWII, and modern history (1980-present) are grossly underrepresented by these standards. Bon Chance with your revisions, Annie S. Bigner, NBCT, M.Ed.+30
East Baton Rouge Parish	Other Louisiana Citizen		I approve of all standards. Thank you so much for allowing the public to make our voices heard.
Vermilion Parish	K-12 Educator (not administration or higher education)		I disagree with this draft in it's entirety.
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		This flow makes sense, but I also like that the current setup allows us to dive deeper into Louisiana history, American History, World History, etc. This would make things more broad to focus on.
Ascension Parish	Parent/Guardian		Thank you for responding to the issues and concerns raised by parents and concerned citizens during the review process. I am especially appreciative that the 'Inquiry Method' has been completely removed from the Standards. In addition, I applaud the important curriculum content covering High School Civics, Louisiana History, U.S. History and World History."
Lafourche Parish	K-12 Administrator		We are very appreciative to the LDOE Standards Review Committee for revising the social studies standards based on public comments and feedback. Many of the revisions made added clarity and specificity to the standards in which we are grateful. However, there are still several standards that are vague and left to a loose interpretation. Clear and concise standards that lack ambiguity level the playing field for teachers and students across our state by providing all with the same content. At this time, we would respectfully ask the review committee to revisit those standards adding the necessary clarity ensuring the standards can be taught as intended.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Lafourche Parish	K-12 Administrator		We are very appreciative to the LDOE Standards Review Committee for revising the social studies standards based on public comments and feedback. Many of the revisions made added clarity and specificity to the standards in which we are grateful. However, there are still several standards that are vague and left to a loose interpretation. Clear and concise standards that lack ambiguity level the playing field for teachers and students across our state by providing all with the same content. At this time, we would respectfully ask the review committee to revisit those standards adding the necessary clarity ensuring the standards can be taught as intended. Standard Examples: 1.1 1.5 1.6 2.5 3.1 3.4 4.1 4.3 a and d 5.1 5.3 a 5.5 6.1 6.2 6.3 8.1
LaSalle Parish	K-12 Educator (not administration or higher education)		I am a classroom teacher with 31 years and have taught third and fifth grade social studies for 22 years. The majority of my experience is in third grade, and I have confidence that the 3rd grade standards that we've been teaching for the past several years are rigorous enough for our students. I've reviewed the recent draft of the social studies standards and I'm glad to see that many changes have been made. I still think that some standards are been pushed to soon. The following 2nd grade standards would be more age appropriate for 3rd grade students: Economics: 2.15 (supply/demand - economic cost/benefit) 2.16 - specialization 2.17 - scarcity History: 2.4 - Construct and express claims that are supported with evidence from primary and secondary sources. 2.6 - significance of the American Revolution Civics: 2.9-structure and responsibilities of the three branches of government 2.10 - principles of American democracy I sincerely thank you for the changes made to this draft and hope you will consider my input. We all want the very best for children of Louisiana.
East Baton Rouge Parish	Parent/Guardian		Thank you for trying to upgrade our curriculum. I'm glad the inquiry link Is discontinued. We as a state are behind other states in this area. I am most interested in grammar school and middle school.
St. Tammany Parish	K-12 Educator (not administration or higher education)		The new social studies standards draft appears to be much easier to understand than the previous standards. They are written in language that will make sense to families while being more specific to what is being taught. They are not deliberately vague as with the previous version. I like how everything is defined specifically instead of leaving the teacher to interpret what the standard actually wants taught. For example, the previous standards mentioned teaching local, state and national celebrations and holidays in kindergarten which is very vague. These new standards name specific holidays and celebrations while not binding the teacher to stick to ONLY those holidays. This ensures that all teachers in the grade level have a basis for what to teach so that students are getting the same basic education to prepare them for the next grade level.
Ascension Parish	Parent/Guardian		K.5.a-c Please consider revising. The way this standard is worded, it calls for students to "identify examples of cultures and traditions in Louisiana [...] including XXX." As written, this reads as if students' MUST be able to identify the specific examples listed. There is no "such as.." that provides flexibility. I'm unconvinced that my child needs to be able to identify a meat pie specifically in order to demonstrate mastery of a kindergarten standard.
Ascension Parish	Parent/Guardian		Global edit- Please, please replace the term "slaves" with "enslaved people." This simple change in language choice is significant and mirrors what is widely accepted by historians and scholars. The term "slave" reduces a person's identity to the circumstances that they were in. It diminishes the recognition of these individuals' worth as human beings with individual identities.
Ascension Parish	Parent/Guardian		K.13.a-b calls for students to explain why goods and services are "purchased" by people, but then it lists community and social services such as "library resources" and "law enforcement" as examples of this. This doesn't make sense. Please either revise the first statement to be clear that not all services are purchased directly by a person OR if you intend to keep the standard to address purchased services specifically, revise the examples to make sense.
Ascension Parish	Parent/Guardian		1.8 As the standard is written students have to be able to identify examples of Louisiana's culture including a SPECIFIC list (Fete de Rois, red beans and rice on Mondays). There is no "such as" or other language to allow any flexibility. I am unsure if that is the intent or if this is just poorly worded, but please consider revising, or, if the intent is to require students to identify all of these things. I'm a Louisiana citizen with a college education and I had to Google "Fete des Rois" as I was unfamiliar with this term in the first grade standard. I have no objection to students learning about Fete des Rois, but why would we require a 1st grader to specifically be able to identify this example and the rest from the list above any others to demonstrate mastery? Shouldn't these just be examples to support educators rather than require identification? Please consider applying this feedback to all similarly structured standards throughout K-12.
Ascension Parish	Parent/Guardian		1.8.c. Please consider revising "Native American languages" to "Indigenous languages" or "Native languages"
Ascension Parish	Parent/Guardian		1.31 consider revision of use of "Native Americans"; if you're referring to the people who lived in what is now Louisiana and the United States prior to European settlement, they were not Native Americans. America didn't exist yet. Indigenous peoples might be more appropriate.
Ascension Parish	Parent/Guardian		Grade 2; 2.7.a,b provides no clarification on just what students should be expected to describe about the founding fathers, female figures; 2.20 "oceans" seems to be glaringly missing; 2.22 "relative" to what, exactly?

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Ascension Parish	Parent/Guardian		Grade 3; 3.5.a might you consider either revising the list of individuals to be a bit more expansive or representative? While I do appreciate the inclusion of different individuals from diverse backgrounds, the list seems quite random. For example both Katherine Johnson and Mae Jemison are two outstanding relatively contemporary figures who played a significant role in our understanding of the world beyond our planet. In such a short list of only 16 people, 2 of the black women included are noted for their incredible contributions to space exploration and the other 2 were both abolitionists that left a strong mark on history, certainly all worth of study; however if you're picking only 16 people on which to focus, consider better variation in the roles and contributions to include diverse people in equally diverse careers and causes.
Bossier Parish	Parent/Guardian		This is an unacceptable change that shouldn't even be up for discussion. We leave politics out of the classroom.
Ascension Parish	Parent/Guardian		Grade 4; 4.5: I'm having a hard time understanding how teachers would tackle all of "Describing the origins and spread of major world religions as they developed throughout history" as one small standard within grade 4 SS. Like, all of history? This is a LOT to unpack, so are there any parameters or clarification that can be provided to teachers? Is all of human time to be studied or is there a certain period of focus? "Major world religions" is relative, as those have changed throughout history, so again- where would one focus? Whose perspectives and historicities will be centered in the religion origin stories? Will knowledge be constructed about ancient Egyptian religion origins as told by the ancient Egyptians understood and believed it, or will a Protestant's description of the origin of ancient Egyptian religion be the focus?
Ascension Parish	Parent/Guardian		Grade 5: 5.9b; consider revising "importance" to "significance and influence"; 5.9f; revise wording for clarity; 5.9g revise to not use the word "theories" for discussing Galileo's observations and accomplishments; theory has a specific scientific meaning, and Galileo didn't make his own theories; he found evidence to affirm Ptolemy's theories, and his work paved the way for scientific theories that developed over time, but to say "Galileo's theories" doesn't make sense; 5.10 Please consider using the term Indigenous peoples;
Ascension Parish	Parent/Guardian		Grade 6; 6.6d; might you expand to acknowledge that historical interpretations are affected by other key factors beyond availability of sources?; 6.9e; Indigenous peoples
Ascension Parish	Parent/Guardian		Grade 7; 7.6d: expand to acknowledge that other key factors affect historical interpretation; 7.11 I notice there is often a resort again and again to name Sojourner Truth (who is absolutely a critical figure to study) when listing signficant black and brown women of history. Please consider expanding across the K-12 standards to include a wider representation of additional key black and brown historical women when identifying examples.;
Ascension Parish	Parent/Guardian		Grade 8; 8.6d: please expand key factors that affect historical interpretations; 8.10.c: Might you consider revising word choice of "lives of Native Americans changed," which almost sounds flippant in describing the loss of life, language, and culture that was experienced with westward expansion?; 8.11.d: Please consider revising word choice of "minority groups" to "excluded" or "marginalized" or "minoritized."; 8.14.g: Anti-semitism doesn't quite cover the consequences of the Holocaust for Jewish people. It's quite diminishing to capture the torture and extermination of millions of people as simply anti-semitism.' 8.14.h: Please consider calling for students to do more than "describe" the Tuskegee study. Might they examine events and/or motivations that led to this event or consequences from it? Engaging in higher-order thinking would offer a deeper examination beyond a description, which alone can be dehumanizing.; 8.15c. Please expanding to consider examining the murder of Emmett Till for more than how the event affected "support for the Civil Rights movement.";
Ascension Parish	K-12 Educator (not administration or higher education)		The US History Standards are way too in depth with information that is not beneficial to students. I believe that they should be focused on concepts and theory... Example: What happens if the president's domestic policy is this? What are the effects? These students are our future of America: The voters. They have no concept of what happens when and do not care to be involved in government. Through researching presidential policy, they will be more thoroughly equipped to handle the future struggles that America will face. More importantly, the students will know how proposed leader's plan will affect their lives. Right now, our students are hanging on to their parent's views as their own without the proper knowledge to determine their own views of the American government. With a deeper understanding of policies, pivotal legislation, and Supreme Court decisions impacts/effects, I believe our students will be able to lead America in the right direction.
Livingston Parish	Parent/Guardian		These standards are mostly what I would be teaching my children if I were homeschooling (which I was highly considering for a while there). I am very glad to see a content based draft with a focus on America and factual history. I am also happy to see a robust civics and economics focus. This is a MAJOR improvement over the last few drafts that have been offered for Louisiana Education.
Orleans Parish	K-12 Educator (not administration or higher education)		I believe the standards proposed for 8th grade is a good move. This year I taught solely Louisiana history which was interesting but it will be good to see the students learn different topics.
Lafourche Parish	Parent/Guardian		As a parent I want to see children united as Americans not divided by what they learn in school, and I feel this draft is superior to the prior draft in this way. I would also like to see that each side of significant issues throughout history are represented in the context of the times. It looks like this is done in some places, but I am not sure if it is done in all topics. Our understanding of political and social issues now is not the same as the understanding of previous eras. ***Please ensure that teacher's political and ideological views are not interjected into the subject matter.***
Vermilion Parish	K-12 Educator (not administration or higher education)		Students are missing out of ALOT of important Louisiana history!!!!!! The focus on American History in middle school is doing a disservice to our state and to the importance of understanding many facets of everyday life for Louisianans. I am ashamed that curriculum writers are throwing our precious state history to the wayside.
Orleans Parish	Parent/Guardian		Hi! Thank you for taking my public comment. I just wanted to suggest a number of different things: 1.) It would be great if we could include these Social Justice Standards into the Social Studies Standards, particularly at the early grades. It will help our students to develop the mindsets needed become active citizens and examine social studies content in their later years: https://www.learningforjustice.org/sites/default/files/2020-09/TT-Social-Justice-Standards-Anti-bias-framework-2020.pdf 2.) Kdg Standards - While important, developmentally, I don't think that Kdg. students are ready to address the following standards in a meaningful way yet: K.2, K.3, K.6, K.7, K.21. Instead, they should be still developing the mindsets described in the standards I mentioned in my comment #1 3.) 1st Grade Standards - While important, developmentally, I don't think 1st Grade Students are ready to address the following standards in a meaningful way yet:1.2, 1.3, 1.4, 1.9, 1.10, 1.11, 1.12, 1.14, 1.15, 1.17, 1.25, 1.31. At this point, instead of memorizing content, they should be still developing the mindsets described in the standards I mentioned in my comment #1. Additionally, I feel that in first grade they should be introduced to the original, indigenous inhabitants of Louisiana 4.) 2nd Grade Standards - While important, developmentally, I don't think 2nd grade students are ready to address the following standards in a meaningful way yet: 2.6, 2.7a, 2.7b, 2.7 e, 2.9, 2.10, 2.12, 2.15b, 2.26. At this point, instead of memorizing content, they should be still developing the mindsets described in the standards I mentioned in my comment #1. 5.) 3rd Grade Standards - While important, developmentally, I don't think 3rd grade students are ready to address the following standards in a meaningful way yet: 3.9a, 3.9b. Additionally, I feel that in 2nd and 3rd grade they should continue to learn about Indigenous Peoples as part of the "Great" American Story. Finally, in thinking about how a teacher might teach this throughout the year, it seems very disjointed. For example, it is hard to teach 3rd graders about the Space Race without context. 6.) 7th grade standards - 7.10g should also include the Trail of Tears and the impact of Westward Expansion on the Indigenous peoples. 7.) High School Civics - Much of these standards fall into history, rather than civics. I'd love to see a civics and economics course in high school instead. Such a course can focus on real-world, authentic, current, civic and economic standards that will assist students in their lives after high school. They can learn how to become active citizens and understand their role in our economic system. 8.) It would be great if the standards were more in line with the C3 Standards, promoted by the National Council for Social Studies. As the standards are currently written, there does not seem to be much room for inquiry and taking informed action, as the C3 suggests: https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf
Bossier Parish	Other Louisiana Citizen		I appreciate the work of the BESE Board and agree with the proposed standards as articulated here.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Bossier Parish	Representative of Organization	Risk Pros, Inc.	I support the Social Studies Standards Draft and ask for its approval. Thank you.
East Baton Rouge Parish	Other Louisiana Citizen		I want to whole heartedly endorse the February 2022 Draft of the Louisiana Social Studies Standards and strongly urge that they be adopted in full by BESE at their March 2022 meeting. The February 2022 standards are a 1000% improvement over the September 2021 draft standards that they replace. The 2022 draft standards are almost a complete rewrite of the 2021 standards that were severely criticized by both the general public, but also by such national academic organizations as the National Association of Scholars (NAS) in their letter to BESE of October 18, 2021. In contrast to the much maligned 2021 draft standards, these new, totally revised, February 2022 draft standards are truly exemplary. Indeed, the NAS has sent BESE a letter dated February 14, 2022 endorsing the new draft standards as, among other things, “being rigorous standards [that] eschew misguided pedagogy and radical curriculum…[and] they will…provide an excellent education for Louisiana students.” The NAS is a national consortium of university academics that includes PhDs from such prestigious universities as Columbia, the University of Chicago, UC Berkeley, and many others. Members of its Board of Directors include members of such entities as the American Civil Rights Institute and the U.S. Civil Rights Commission. The NAS is committed to the pursuit of objective truth and free inquiry in academia and higher learning, with goal of ideology free education at all levels. To that end, the newly revised February 2022 draft of the Louisiana Social Studies Standards has removed all but a small portion of the C3 Framework from the 2021 draft. What remains is a bare bones reference to using primary and secondary sources of documentary evidence to analyze different points of view on issues of historical and civic significance. Such analyses can easily be accomplished by a DBQ exercise at the end of each semester rather than a constant application of inquiry based learning (IBL) at every single instance of instruction. A data based question (DBQ) exercise can easily take the form of a written essay or research paper, of increasing complexity according to grade level (as recommended in the NAS February 14, 2022 letter) that emphasizes not just process but understanding of both issues and correct grammar, spelling and punctuation. Constantly requiring IBL, as is the case with the C3 Framework, is not just the least possible efficient way to teach anything, it severely damages the ability of students to acquire a detailed foundational base of historical data and civics knowledge. IBL flies in the face of everything 21st century Cognitive Neuroscience tells us about the constraints of working memory and the necessity for strong foundational knowledge stored in long term memory. In other words, how the human brain actually works. Such knowledge of actual brain function is imperative in this instance as the 2022 standards have moved away from the process dominant C3 Framework to a new content rich history/civics curriculum. Comparing the 2022 draft to the earlier 2021 draft, one is struck by the emphasis the 2022 draft puts on a highly detailed progression of facts to be learned and digested by students at all grade levels. It is saturated with a quest for objective truth and, for the most part, free of ideology (which could not be said of the 2021 draft). In both depth and breadth, the 2022 draft standards is a truly ambitious document. It is unbiased and it promotes no particular point of view. It does not insist that anything be viewed from any one particular “lens”. At the same time, the 2022 draft covers many essential events, in particlular Slavery in the US and the Holocaust in Europe, with the detail and respect that they deserve. Whoever is responsible for producing this fine document is to be commended for a job very well done. The parents of Louisiana’s K-12 public school children can rest easy if BESE is wise enough and honest enough to approve this document. State Superintendant Cade Brumley and his staff are to be congratulated.
Caddo Parish	K-12 Educator (not administration or higher education)		US 11 f - No mention of France's aid in success of American Revolution US 17 d- Students should be able to identify the accomplishments and failures of the Progressive Movement US 17 j- No mention of restrictions on African Americans following Reconstruction- Students need to know about voting restrictions like Literacy tests, poll taxes, & Grandfather clauses. They also need to know about Plessy-v-Ferguson 1896. In addition, there's no mention of the prevalence of lynching in the South or tenant farming and sharecropping. Students need to know that these conditions prevailed until the major Civil Rights legislation of the 1960s. US 24- Clearly partisan-Ronald Reagan is mentioned 3 times in these standards. Washington (1x), Lincoln(1x), and FDR(1x) together total the number of times Reagan is mentioned. I have nothing against Reagan. But those three are the considered by most historians to be the top 3 presidents. Reagan is ranked usually ranked in the top 10. US 24 h- No mention of War on Terror and where the US went to fight. Not necessary to list all the details - for ex. NYC, Pentagon, Flight 93. That is a given. US 24 j- clearly partisan. Bill Clinton's administration was much more than influenced by the Contract with America
LaSalle Parish	Parent/Guardian		Developmentally inappropriate!
Jefferson Parish	K-12 Educator (not administration or higher education)		The curriculum for Louisiana History has very little to actually do with Louisiana History. It should be called United States History after Reconstruction. Our history is rich and colorful. This curriculum sweeps our state under the rug and puts in place another US history course.
Rapides Parish	Parent/Guardian		Much better. Thank you all for taking the time to consider public commentary and making adjustments.
St. Charles Parish	K-12 Educator (not administration or higher education)		I don’t understand why we are totally changing the 4th grade curriculum. Why are we learning about the ancient world in 4th grade. These kids are 9-10 years old. They have NO prior background that is needed for the LEAP test or to even comprehend the curriculum. What happened to learning about her own country? This curriculum looks boring! The curriculum that the state is proposing is for much older kids!!
Caddo Parish	K-12 Educator (not administration or higher education)		The proposal that High School US History begin in 1607 to the present in one year is how the course is taught at the AP level and it is brutal! If broken down into two years that would correlate to college History 145 and History 146 (which could be dual enrollment opportunities for students). I love the 3-year plan for middle school for American History and Louisiana History - this actually makes sense. The criticism in the past is the first part of U.S. History (1607 to 1877) is 7th grade and second part 11th (1877 to the present) - the continuity just does not work when accessing prior knowledge. At the High School level, it would make sense for 9th grade to be World and/or Geography - 10th Civics (because of the continuity into U.S.) - 11th U.S. History 1 - 12th U.S. History 2. LEAP is a year long process of review at this time, covering 1607 to present for an end of course test will add additional stress to teachers and students.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
East Baton Rouge Parish	Institution of Higher Learning Faculty		Grade 2: 2.24 (natural disasters). Climate change should be included here. The reality of climate change should no longer be a matter of debate. Its effects are with us regularly in the news. We are doing a disservice to our children if we ignore it in the classroom. Grades 4 and 5 are highly commendable in that they include units on Asia, Africa, and Native America. Grade 6: 6.9 paints too rosy a picture of relations with Native Americans, brushing over the factor of conflict. If you are going to mention Chief Massasoit and the Plymouth colony (6.9. b), you should also mention his son Metacom, who led a war of resistance against the settlers (King Phillip's War). To "explain how location, environment, and resources affected changes and development over time" (6.9.e) without mentioning war and conquest of Indian lands again does a disservice to students. Grade 7 7.8.g. It's nice to mention restrictions on the slave trade, but misleading in that it omits the rise of the large-scale domestic slave trade after 1807, from the upper south to the deep south, triggered in large part by the demand for cotton. In Virginia alone, an estimated 300,000 slaves were sold southward between 1830 and 1860 (See Deborah Gray White, "Let My People Go," in Robin D.G. Kelley and Earl Lewis, eds., To Make Our World Anew. A History of African Americans (Oxford University Press, 2000), p. 171. US 9.d. f. Again, too rosy a picture (see comment on 6.9 above). But good on Trail of Tears (14.c) WH 24 & WG 8: "global environmental issues": add: "such as climate change,"
Rapides Parish	Parent/Guardian		Section 3.5 a. I think we are omitting key figures in American history, beginning with George Washington and James Madison. I thought all of the figures mentioned were appropriate and important, and while I realize not all important figures can be studied, I definitely think the 1st president of the United States should be included. Also, the Father of our Constitution, James Madison. There are other key inventors too, who were not mentioned, such as Henry Ford and the Wright Brothers.
Caddo Parish	Parent/Guardian		I have read the the High School Civics and High School U.S. History Standards. As a parent of a 10th grader, I am relieved to see so much factual information that might get categorized as "critical race theory" actually included in the curriculum. I am glad to know my state values the truth and is not dissuaded from teaching about slavery, abolition, reconstruction, and the civil rights era. I look forward to the conversation topics my son will bring home when he takes U.S. History next year.
Bossier Parish	Parent/Guardian		THANK YOU for the changes to this program! I approve! Keep CRT OUT of our schools!
Bossier Parish	Parent/Guardian		I approve of the changes made and want to continue fighting to keep CRT and anything remotely related to CRT out of our Louisiana schools. Thank You!
Lafayette Parish	Parent/Guardian		Please do not bow to extreme conservative pressure and allow everything to be dictated to teachers. Teachers have enough on their plates without having to worry about saying the wrong thing or broaching an off-limits topic. If parents are worried their kids might learn something they (parents) don't approve of, then their options are private school or homeschool. History needs to be taught in its truest form. It should cover the ugliness of slavery, the struggles of the civil rights' movement, and the imperfections in our country's history. I do not want a conservative contingent of parents or activists to dictate what *they* think is appropriate for teachers to teach - what they (these parents) want to ban, others will benefit from. I am tired of the hands being tied when it comes to exactly what should/shouldn't be taught in public schools. It's fine to teach the positives of our country's and state's histories, but let's make sure we don't whitewash the ugly and hateful moments too. Only by learning from the bad moments in history will we not repeat those errors. Thank you.
Lafayette Parish	Other Louisiana Citizen		As the parent of adult children who were educated in the public school system, I urge you not to give in to the current fad circulating in conservative political circles condemning the accurate teaching of U.S. history at all grade levels. The fact is, "CRT" is a political buzzword being bandied about by politicians in an effort to gain votes, nothing more. If our teachers are bullied into leaving out vast swaths of American history for fear of upsetting a small but vocal group of people who are caught up in the political emotions of the moment, it will be our students who ultimately lose. These kids will one day comprise our domestic work force, as well as our university students and our representatives in the world beyond our doors. I implore you to think very carefully on this decision - the very future of Louisiana is at stake. Political fads come and go, but a good education is timeless - and priceless.
East Baton Rouge Parish	Parent/Guardian		Here is just one example to illustrate the fact that the proposed standards are not appropriate. The branches of government and how a bill becomes a law are currently 7th grade standards. 7.8.5 Describe the structure and powers of the three branches of the federal government 7.8.6 Illustrate how a bill becomes a law at the federal level In the proposed standards, it is pushed down to 3rd grade. 3.9 Recognize functions of the Declaration of Independence and the Constitution of the United States. a. Describe the process by which a bill becomes law. b. Describe the responsibilities of the three branches of government. As the parent of a 7th grader, I believe that forcing these ideas down to young learners who will not comprehend the material will result in a watered down curriculum. The 7th grade students finally are able to understand some of these concepts. If they are only taught in 3rd grade, the knowledge will be lost. I have no reason to believe my children would have learned these concepts in 3rd grade with any depth and these are critical concepts to understanding history in high school.
Ascension Parish	K-12 Educator (not administration or higher education)		While I have no concerns with the content of the US History standards for high school, as both a US History and AP US History teacher, I do believe the scope of the standards will not allow for meaningful depth of knowledge or understand for students. Teachers will have to get through so much history in such a short period of time, they will not be able to adjust for student needs. I do teach this scope of history (actually further back: 1491-Present Day) to AP students. These students struggle with the fast paced nature of the course, and they are our highest performing students. Traditional students are going to struggle to be successful moving at the pace necessary to get through that amount of history. When you look at other states who out perform Louisiana academically (ex: Texas and Massachusetts), they all split US History into two courses, and then place them side by side. I believe that US History Part 1 (1607-1865) and US History Part 2 (1865/Reconstruction - 2008 (Present Day) in high school would best serve our students. In order to do this, we could make World Geography a middle school course. Please consider splitting the high school standards into two courses (as done before) but putting them both in high school. I have been a Louisiana high school social studies teacher for ten years, and I have taught this scope of history for six of those years. With my experience, I am confident that this scope in one year is not what is best for students.
St. Bernard Parish	Student		Dear Mr. Cade Brumley, I feel like what you doing banning CRT is wrong because people need to know there history because if they don't know how thing going to change for the better. People need to know there background they need to know how things happen and how there people before them live. I feel like if you erase our history you will be erasing people of color's history and we will never know where we came from. From: Leshelle, 8th grade, St. Bernard Parish
Bossier Parish	Other Louisiana Citizen		I highly recommend that we agree with these standards. Our children need to know truths

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
East Feliciana Parish	K-12 Administrator		-Particularly at the upper elementary level, there is currently strong alignment between ELA guidebook units and the social studies standards for that grade. What are the plans to ensure that alignment continues so that value cross curricular learning can continue to occur? -When Louisiana shifted to new mathematics standards, there was initially a transitional period planned to ensure that students did not miss any key content that may have shifted grade levels. However, this transitional period was not fully implemented and students did not receive instruction on some key concepts that had shifted grade levels. What is the plan to address this transition for social studies, particularly for 2nd grade students in the first year of implementation who will not receive instruction regarding Louisiana and Louisiana's indigenous people that has shifted from 3rd to 1st grade in these new standards? -With these standards more fully integrating instruction in US and Louisiana history, how will LDOE ensure access to high-quality curricular materials that include sufficient Louisiana-specific content at each grade level? -In Standard 8.8.C, the work of entrepreneur Madam C.J. Walker is connected to that of several white male industrialists. While the developers of the standards are to be applauded for their inclusion of important African American historical figures, this reflects a broader trend of naming African American historical figures within the standards but not offering a coherent narrative of African American history. -The standards offer minimal opportunities for students to meaningfully learn about modern indigenous people in Louisiana. -The Civics standards do not include any discussion of the historic and modern governance structures of indigenous people or their influence on the United States' structure of government. -Please consider how specific conceptual frameworks for multicultural education such as Un-standardizing Curriculum from Sleeter and Flores Carmona may assist in the development of standards that offer a coherent and complex narrative of our multicultural nation in a way that does not center one particular group of people with limited or arbitrary inclusion of other cultural groups. -Please consider how these same frameworks could be tremendously useful for both LDOE and individual educators as we seek to actualize these standards through quality curriculum and appropriate assessment. These new standards provide us with an opportunity to develop engaging social studies curriculum that allow students to engage in meaningful practice of citizenship just as our new science standards and high-quality curricula such as Amplify allow students to engage in meaningful practice of science. -There are few opportunities at the secondary level for students to learn about the structures, powers, and functions of local and state governments in Louisiana. -The Kindergarten Civics standards effectively and specifically outline key developmentally appropriate characteristics of citizenship that serve as a strong foundation for character education. How might this be carried through Civics standards in subsequent grades to ensure continued opportunities for character development and practice of key behaviors of individual citizens?
Orleans Parish	K-12 Administrator		These standards assume that students attending most public schools have a robust SS program in grades K-2. Students are likely going to miss out on some essential information, especially around the history of LA, if their schools do not have a strong SS program. Most K-2 programs have a hard time fitting SS instruction in due to the need to focus on foundational skills, reading remediation, etc.
Iberia Parish	K-12 Educator (not administration or higher education)		I am very pleased with how these standards are written and spread out over time from grades K-12. I feel as though they are more age level appropriate than the previous standards. I hope districts consider meeting these standards with teaching Social Studies/Social Living in isolation and not trying to align these standards to a reading program that is not age appropriate for our students.
I do not live in Louisiana.	Representative of Organization	Hindu American Foundation (HAF)	We are asking for the removal of Standard 4.12c as by including this concept in the curriculum framework, the LDOE is not only digressing from the standards, but also perpetuating a racist colonial theory about people of Indian origin which will misinform students and lead to discrimination and bullying of Hindu students. Furthermore, this standard is conflating two very complex concepts of Varna and Jati - Varna is a personality type classification based on inherent qualities whereas Jatis were traditionally based on occupation. Although social divisions exist in many other religions, they are only taught about Hinduism. For example, prior to 1500 A.D. conservative and orthodox Jews followed a three-fold division of society known as Kohanim, Leviim and Yisraelim. Kohens is a priestly class obtained by birth, yet there is no mention of this social division in the standards. Therefore,caste should be removed from the standards to put Hinduism on equal footing with other religions. Regarding Standards 4.9, 4.12 (a-c), the designation "Harappan civilization" is misleading and used by very few modern archeologists (ie. Mark Jonathan Kenoyer) because more than 80% of the sites are outside of the Indus Valley, and 60% are in the Saraswati valley alone. Therefore, we ask that you replace "Harappan civilization" with "Indus-Saraswati Civilization" and consider adding: "The earliest civilization, known as the Indus-Saraswati Civilization, which was centered around both the Indus and Saraswati river valleys,..." For Standard WH.13, please add the Kashmir Ethnic Cleansing (https://www.hinduamerican.org/wp-content/uploads/2020/05/HAFN_20_001-KFHS_LessonPlan_FINAL_web-1.pdf) as well as the Bangladesh Genocide (https://www.hinduamerican.org/wp-content/uploads/2021/04/HAF-Bangladesh-Lesson-Plan-2021.pdf) as examples of modern day genocides and ethnic cleansings as their historical significance and impact are still being felt as there are not resolutions and people are still being harmed. Even today, this history of mass killings and ethnic cleansing continues to influence political dynamics and the security of normalcy of the Kashmiri and Bengali people. These are recent tragedies that have implications even today. Please include Indian scholars in Standard 5.7 as they have made significant contributions during this time period, which are still being heavily used in our modern world. Mathematical contributions made by Indians include, The concept of zero (200 A.D.). The modern numerical and decimal system (300 B.C.E). The value of pi (497 A.D.). Area of a triangle (476 A.D.). Quadratic Equation (991 A.D.). Trigonometry.

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Bossier Parish	Other Louisiana Citizen		I support the Newly Proposed SS Standards
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		High School United States History: to expect the years 1608 to 2008 to be covered with any amount of depth or rigor in a traditional one year or semester block course is unrealistic. Coverage of this span of history would greatly reduce teacher's ability to focus on the Social Studies Skills and Practices also included in the standards due to the time necessary to provide coverage of the historical content. College survey courses do not cover this amount of history in one semester. This also will reduce the ability of high school students to take Dual Enrollment courses as they will be unable to align the course for the period of instruction. High School United States History: With how infrequently standards are reviewed, choosing 2008 as the year to stop when current standards go to 2010 is confusing. These standards are not being implemented until the 2023 school year which means that at least 10 years of history relevant to students' lives is being left out of the standards that are likely to remain in place for a number of years to come. High School United States HIstory: There have been significant changes to these standards between the September draft which began in 1898 and the current draft which is beginning in 1607. What prompted these drastic changes? While making many of the standards more specific is necessary and helpful in assisting teachers in determining relevant content, the addition of nearly 300 years of history makes these standards unrealistic to be accomplished. High School United States History US.13m: Alexis de Tocqueville's 5 values are very specific. Many of these will come up throughout U.S> history but it is hard to teach them on their own or discuss the success as a constitutional republic when first discussing the U.S. Constitution. High School US History U.S.11 & US.13: These standards and the substandards seem to leave out the role of women and other minority groups in the American Revolution and early rep\ublic. High School US History US.12 - Is it necessary to have a separate standard on the Declaration, when it is covered in depth in the Civics course as well as included in standard US.11 HIgh School US History US.13 - Does the language of unprecedented in human history and underlying moral principles allow for any critique of the US Constitution especially in iets early interpretations and compromises such as the 3/5ths compromise. High School US History US.13 substandards f-j, o: While these founders are vitally important to American History and should be taught the standard lacks the context and events that should be included to provide the full understanding of their importance to specific historical events and their contribution to US HIstory. High School US History US.14 - what year should this standard be going up to? Homestead Act and Gold Rush are not mentioned should they be included here? High School US History US.17i - While I appreciate the inclusion of Louisiana History in the standards to increase the relevance to student's lives is this truly relevant to US HIstory High School US History US.20 - standard is specific to effects but substandard a is specific to causes which can be confusing. Substandard f - most of these economic theorists are not relevant to the Great Depression specifically - would be better taught with relevant historical topics over time. High School U.S. History - modern presidents and events seem to be lacking some key figures and themes. Truman and his policies during the Cold War are not included. Chinese Civil War is not mentioned - this will become relevant with later events. Lyndon Johnson's domestic initiatives and the Great Society are not specifically mentioned. Jimmy Carter is not mentioned in any standard or substandard. Things such as the credibility gap which are currently heavily taught / tested are not included. Foreign policy events related to Carter's presidency and the Middle East are also missing specific mention which then makes 9/11 harder to teach and contextualize. High School United States History / High School Civics: There is significant overlap in some of the standards that these courses cover - if the expectation is to cover history from 1607 to 2008 a better approach would be to create a US History and Government Course with 2 parts that would span 2 years to allow time to cover the relevant topics with adequate depth and rigor. This would also be helpful for the foreign / domestic policy standard of the Civics standards as teaching these policies in isolation, without historical context can be confusing and irrelevant to students, especially ones who are unfamiliar with the relevant history. High School World History WH 11: The standard uses years 1300 to 1600 but the sub standards are for the years 1300 to 2010 this is confusing. High School World History: Standards are broad and vague. While many standards include specific topics, these span a number of years that make it difficult for a teacher to use to help structure their course material, especially a new teacher or teacher who is new to the course / content. At a time when Louisiana is struggling to find teachers this would create an added burden. This is especially true for WH.16-WH.30.
West Baton Rouge Parish	K-12 Administrator		I am concerned that the standards as proposed are too broad to teach to mastery and if they are developmentally appropriate. Other states with standards this broad, allow LEAs to decide what to focus on but they do not assess social studies like we do with LEAP 2025.
Bossier Parish	Other Louisiana Citizen		Please uphold the integrity of our curricula , in particular, Social Studies. Allow truth to be taught in our classrooms.

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East Baton Rouge Parish	K-12 Administrator		These standards assume that students attending most public schools have a robust SS program in grades K-2. Students are likely going to miss out on some essential information, especially around the history of LA, if their schools do not have a strong SS program. This new scope of standards completely changes what teachers in 4th grade and 6th grade are required to teach, and significantly changes the topics teachers in 3rd and 5th grade teach. This change in topics across multiple grade-levels is a planning and internalization lift that will likely have a negative impact on teacher retention (during a national teacher shortage, no less!), teacher satisfaction, and teacher effectiveness. The amount of research, internalization, planning and preparation required to implement these standards at a high level, on top of navigating teaching and learning during a pandemic is asking far too much of teachers. These standards do not reflect an understanding of the current amount of stress teachers are dealing with, or recognize the true craft that goes into planning and executing a strong lesson. The history of North American native tribes has largely been erased from the curriculum. No longer are there entire units of study in which students can explore the rich culture, innovations, and history of specific tribes or tribal regions. Native Americans appear as a footnote on these standards, largely erased from classroom discussions, and therefore, our collective memory. Specific concerns for 3rd Grade: The topics covered don't seem to tell a cohesive "story of history," but rather are presented as a series of isolated units/lessons centered around specific "heroes" and founding documents. Having kids learn about important and significant historical figures, documents, and moments, without understanding the context in which each figure, document, or moment takes place significantly lowers the rigor of the curriculum. Learning about these figures, documents, and moments in relative isolation turns daily lessons into "scripts" that push students to memorize facts and phrases. A rigorous curriculum would teach kids how to evaluate the cause, effect, or impact of a given person, document or moment in a historical context, and encourage students to extrapolate their own ideas of who the heroes and heroines/important documents of America really are. Specific concerns for 4th grade: Though there will clearly be a lack of resources as schools across the state begin to shift to new standards, I am particularly concerned about finding primary sources on the ancient world that match 4th grade reading levels–it is already a struggle to adapt primary sources from the ancient world to a 6th grade reading level! Fourth graders tend to struggle with what "100 years ago" really means- understanding the events and way of life at the start of our country is something this age group struggles to conceptualize every year. I don't think it is developmentally appropriate for 9 and 10 year olds to be learning about events in BCE. The transition from 3rd grade to 4th grade feels very abrupt, and will likely add to the confusion students will have around the passing of time. To move from "The American Story" to "The Ancient World" feels jarring- especially because the 3rd grade content will not support student understanding of most of what is taught in 4th grade. Additionally, this revision asks 4th graders to study 7+ ancient civilizations. Given that the content is going to be entirely foreign to these students and challenging to conceptualize, the amount of content required of 4th grade students to learn is unreasonable. In order to teach all of the civilizations listed, teachers will likely have to create lessons that provide students with a general overview of the topic which, inevitably, will reduce the rigor and critical thinking required of students. SS data across the state does not support the theory that 6th grade content has been too easy for students and therefore should be moved down to a lower grade level. The updated standards for 4th grade were more or less copied and pasted from our current 6th grade standards. How can we expect 4th graders to master something that 6th graders struggle with? Lingering Questions: What resources will be available to teachers by spring of next year? How many plans/assessments/sources is the state going to provide for each grade level?

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Bossier Parish	Institution of Higher Learning Faculty		All of these standards are how education in Louisiana needs to be. I support all of them.
Ascension Parish	K-12 Educator (not administration or higher education)		Hi. Thank you for providing an opportunity for feedback on the revised standards plan. I am currently teaching 4th grade Social Studies for my fourth year in Ascension Parish. I have concerns with the new 4th grade Social Studies standards. 1. The content is too abstract for 9 year old minds. Much of the content in the new standards is currently being taught to 6th graders. Our state leaders must agree the concept of polytheism and its presence in Mesopotamia (4.10E) coupled with the written law of the Code of Hammurabi (4.10G) are well beyond the comprehension level of most of our 4th grade population, a group of kids who are 9 years old. We are asking students to learn the philosophy of Confucianism emphasized by the concept of filial piety (4.15 D) before they are of age to have a sleepover party at a friend's house. I teach in the number 2 district in the state, in one of the top 3 primary schools in my district. My students are high performers and I am a highly rated teacher. My students currently struggle with concepts such as how physical features of a region impact its economy and identifying the basic necessities of government, but our state expects the same students to understand how the concept of the mandate of heaven emerged as a solution to China's governing challenges related to its size (4.15 C). Also, these same standards mentioned above that my fourth graders struggle with are now being pushed down to 7 year olds in second grade. Second graders are now expected to identify and describe the basic principles of the Declaration of Independence and the Constitution of the United States (2.10 B), and to describe the structure and responsibilities of each of the three branches of government (2.9). These standards are currently being taught in my fourth grade classes, and they are difficult standards for my 9 year olds to grasp. 2. This new standard requires students to face an impractical transition from expectations in K-3 compared to entering 4th grade, as well as compared to our current-day expectations. Currently, our grades K-3 split time between Science & Social Studies, effectively spending half of the school year learning Social Studies concepts. In a side-by-side comparison of current-day standards against new standards, it largely appears we will teach concepts two years ahead of our current plan. Our 4th grade students will be expected to understand concepts that are currently being introduced to our 6th grade students, and even then, are only barely introduced. So, by all accounts, we will expect students who have spent 50% of their time in K-3 Social Studies to adapt to complex 6th grade concepts overnight. Under the current standards, the introduction into Egyptian civilization occurs in Grade 6, Standard 2: Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China (6.2.3). That's the only mention of Egypt in all of our current Grade 6 expectations. In comparison, our new standards expect students 2 years younger to understand geographic, political, economic and cultural standards of ancient Egypt (4.11), geography (4.11 A), structure of Egyptian society (4.11 B), Egyptian afterlife beliefs (4.11 C), and cultural conflict diffusion of Egypt (4.11 F). To expect students who are currently learning an age-appropriate concept of Globes and Maps (Grade 3, Standard 3) to grow over the course of 1 year the ability to comprehend geographic, political, economic and cultural theories on ancient civilizations (4.10, 4.11, 4.12, 4.13, 4.15 and 4.16) with no transition is unreasonable. As an experienced teacher and a parent of a Louisiana student, I speak for many who know this will result in struggle and both student and parent disengagement. My 4th grade students struggle to understand the basic principles of justice and the events leading to the American Revolution, but the new standard expects them to understand Buddhism and cultural diffusion throughout Eurasia (4.15 G) with no transition. This does not seem attainable. 3. New expectations without proper professional development is a recipe for failure. What type of professional development is the state planning to provide around these standards? We are not equipped with the knowledge needed to teach these standards. Managing through a successful change, especially one of this magnitude, requires developing and vetting resources, testing them in real classrooms, and committing to refinement and additional support before the change. We are the ones on the receiving end of parent emails who are unhappy with the new standards. We need resources and support. 4. Standards around ancient religions, the Chinese mandate of heaven, humanlike qualities of gods are not appropriate for children this young. I'm certain there are psychological studies that help us understand what age a child is able to differentiate between learning a concept for knowledge and learning a concept to accept and believe. My 4th graders cannot make this differentiation, and I am concerned as their teacher that introducing concepts such as Buddhism (4.15 G) or Chinese mandate of heaven (4.15 C) can be misinterpreted based on their young minds. All educators believe in their students and want the best outcome. However, we understand the capabilities of our students as well, and this enormous jump in standards begs to place even more students at a disadvantage. Revising the standards in the current way drives parent distrust and resentment. This plan creates a stronger divide between your administration and the front line teachers. Your students cannot excel without your teachers, and your teachers cannot provide without your support and understanding that this change does more harm than good.
DeSoto Parish	Parent/Guardian		I have reviewed standards for elementary grades and find them acceptable for teaching to appropriate grade levels.
Bossier Parish	Parent/Guardian		Yes, I support the entire draft as is. Thanks
Bossier Parish	Parent/Guardian		I am in favor of these changes to social studies standards. Thank you!

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Assumption Parish	Parent/Guardian		For Kindergarten standards ... If we are discussing the Star Spangled Banner and Pledge of Allegiance then we must also include the reciting of Lift Every voice and sing for students whose parents do not salute the flag or sing the national anthem but do sing Lift Every Voice. Including instruction of pledging to the flag may open the state up to Supreme Court precedents stating students do not have to salute or pledge to the flag. There is no mention of local Native American tribes and locations K.4 standard is not needed in Kindergarten as those refer to the state and nation and this grade level deals with local and community. Why are we not discussing what customs and traditions does the family have? Community? Local parades, School fairs or festivals? Church functions? This grade level deals with local and community and not state and national. Note:There will be time to get to Louisiana and American customs and traditions as there are entire grade levels dedicated to those teachings. K.5 How did these customs get here? Who do these customs belong to? To introduce Tamales or jambalaya without introducing the Spanish culture will be a misrepresentation. To introduce gumbo without introducing West African culture would also be a misrepresentation. This would be a great time to introduce the term melting pot to students to let them know we all came from somewhere else and brought our customs and traditions with us to America. This makes up our culture. Culture includes things such as food, music, clothing, language, art, games, etc. Students can reflect on their own culture by making observations in their local communities, schools, etc and answer the question do you see your culture represented in your home? Community? School? Where? How? Identify the parish you reside in. Locate your Parish on a map. Explain which of the five cultural regions your Parish is in. Determine which Parish is to the right of your Parish? To the left of your Parish? Above your Parish? Below your Parish? Identify major landforms including bodies of water that are in your Parish. Identify any Native American tribes located in your parish. Explain how your parish got its name. What are some major cities and towns in your parish? Which area has the most people? Rural areas suburban areas, etc. Which area has the least people? Traditions - celebrating birthdays, gathering with families for special occasions, going to church or religious services, attending sporting events, eating certain foods. Music, hip hop, Rhythm and Blues, Gospel, etc. Individuals in the community to recognize: parents, church leaders, Mayor, School Board, Police Jurors, City Council Members, teachers, principals, police officers, nurses, doctors, postal workers, grocery store employees, bankers, etc.
Assumption Parish	Parent/Guardian		Kindergarten Standards... Describe life in your local communities or parish today than in the past. In the past, my parents used outhouses because there was no indoor plumbing. Today, houses have indoor plumbing so children are not familiar with outdoor restrooms. In the past, my mom and dad were born on a plantation in my parish by a midwife. This was in the 1940s in Assumption. Those plantations still exist today with some residents still residing there. However, today children are born in hospitals by nurses. In the past, my parents attended segregated schools in my parish. W.H. Reed School for the Blacks was where most Black students attended school in Assumption from 1948 - 1971. Then in 1971 until current our school system integrated so now all students- both Black and white - attend the same schools unless they live in a segregated community within the parish. If that is the case, then those students still attend segregated schools. We have two communities in our parish where the schools are made up of mostly white students or mostly Black students. This is due to the segregation of the past. In the past, my parents had to go through the back door to enter the movies, restaurants, and other public facilities. Today in our community those buildings have been repurposed but everyone now has equal access.
Calcasieu Parish	K-12 Educator (not administration or higher education)		The new content expected to be taught in 4th and 5th grade: all of the new 4th grade standards and 5th grade standards 5.6-5.9, are topics that will be very difficult for students at this age level to comprehend. Being that students at this age level, 9 to 11 years old, cognitively learn different from students who are more mature and have higher brain development. They learn by connecting what they know in the world with what is being taught to them in the classroom. The new content being introduced has far too little connections with the world that they see today. What would be better suited and more age-appropriate for fourth and fifth grade is more in line with the standards that we currently have. The downfall that the current standards have is that better material is needed to coincide with the standards. For example Lafayette school districts offer rich content materials to go along with their standards. Another negative of the new standards of 4th and 5th grade, is that materials available for the new topics expected to be taught are generally created for students with higher cognitive development, students in middle school or high school. Unless the state is providing 9 to 11 year-old friendly materials that teachers will not have to create on their own, these topics will be challenging to find sources that students will be successful in analyzing and learning from. In implementing these new proposed standards, Louisiana education will suffer as students will struggle to successfully synthesize understanding on topics that are better suited for students with greater cognitive maturity and development. I believe a more effective and impactful approach for revising the social studies standards for the upcoming years, is to look at successful curriculum in other states, both their standards but more importantly their materials that the state provides for the students and teachers. Some questions I would like some more information on are: How are the decisions of what standards are taught in each grade level decided upon? What is the criteria is being used to assign the standards to the grade levels? Is there data or evidence that back up that these new changes in standards will result in effective improvement of the current performance of social studies education? Thank you for allowing comments to be made in the current revision and improvement of social studies education. I hope these comments have been helpful. May we as educators and advocates continue to create paths for students to become better equipped for their future ahead.

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Bossier Parish	Parent/Guardian		I do not support critical race theory. I believe in teaching the constitution.
Assumption Parish	Parent/Guardian		Kindergarten Stardards ... K.6 Identify a cause and effect for a given event locally and tell how observers can view the event differently. The lynching of a Black 16 year old teenager in Labadieville Louisiana in the early 1900s was caused by the accusation that he had raped a white teenaged girl. He was arrested and charged. However before he could be tried and convicted a white mob showed up to the Napoleonville jailhouse where the sheriff had fled and left an 80 year old jailer to care for Moore. The angry mob took the 16 year old boy from his cell and beat, burned, and tortured him before bringing him to the Labadieville Bridge and shooting hanging him. His body was left up with a sign not to touch him as a message to other Black people. The case although documented went undisclosed for decades before family members living in the East and attending college found evidence of the lynching along with 530 more cases. They began studying the case and brought media attention to it but the local white residents of the areas did not want the case reopened or discussed. They said this made them feel bad and would hurt some of their relatives who were still alive, lived in the area, and participated in these events. However the perspective of the Black residents differed because they had family who had witnessed the events still living in the area and wanted to talk about what happened. This should be taught and known so the past does not repeat itself in our parish, state, or country. At which grade level it is taught at depends on when slavery, lynching, and mob rule are taught, but Kindergarten may be a bit young for this primary source. Nonetheless I am placing it here because it happened locally in my parish and that is what Kindergarten standards focus on.
Assumption Parish	Parent/Guardian		Kindergarten Geography standards ... introce terms map key or legend, symbols, grids, street maps, community maps of the past and present to show change over time, route maps. Ask students to identify the street they reside on and the town they live in. Then ask students to identify the route to their home, school, church, grocery store, bank, hospitals, police department, etc. Students can use map symbols and a grid to locate places around their community and then use directions to explain placement to other map symbols.
Assumption Parish	Parent/Guardian		Kindergarten Economics Standards ... In the past, my parents generation made their clothes and food, raised and slaughtered animals for meat and worked in the fields to grow their grain and wheat. Today students can purchase their goods and services directly from a grocery store or manufacturer based upon their desired needs and wants. This has caused less bartering or trading without money among the locals and more need for currency exchange because the price of these products and services were higher (inflation). As a result more women have left the home as stay at home mom to pursue work outside of the home. This has shifted the safety and stability of families in our local communities from times of the past but also given some families the power to create wealth. These terms and concepts need to be introduced alongside purchasing, scarcity, goods, services, products, bartering, money, currency exchange, etc.
West Feliciana Parish	K-12 Educator (not administration or higher education)		My concern for this new realignment (specifically the potential of moving the LEAP to Civics from US History is that it will negatively affect student scores on the AP US Government exam by having them cover additional material to prepare for the LEAP while simultaneously trying to prepare for the AP exam. The standards for Civics somewhat align with the AP US Government curriculum, but also cover a significant amount of additional material that will detract from students' abilities to prepare for the AP exam. Attempting to prepare students for two exams in the same class is cumbersome and counter-productive to the outcomes that we are hoping our students can achieve. If the LEAP is going to be administered to students who are taking AP Government, then the standards should be more closely aligned to those that the AP Government exam is designed from. I am also concerned that some of the material required in the Civics standards are even more in-depth than what is covered in AP Government. The Civics standards cover more court cases, for example, than the AP Government exam requires. There are certain aspects of the Civics standards that are not relevant to the general public, and could potentially be removed. For example, the standards require students to learn the Napoleonic Code, which is not something the general public will need any understanding of to be an effective citizen. If students are interested in becoming lawyers, it may benefit them, but they will have plenty of opportunities to get targeted information in their higher education. Teaching the Napoleonic Code to all students will be confusing for many and not be a benefit to their ability to be an engaged citizen. The amount of time spent to get students to understand the Napoleonic Code will not be worth the benefits of understanding the Napoleonic Code.
Assumption Parish	Parent/Guardian		1st grade standards ... History of Louisiana The archaic period in Louisiana saw the emergence of many Indigenous tribes of Native Americans. Explain what the term Indigenous and Native Americans means. Identify the Native American tribes that settled Louisiana: Watson Brake Site in Ouachita River near Monroe in Northern Louisiana (3400 - 2800 BC), Poverty Point Culture near Epps Louisiana (2200 - 700 BC), The Woodland Period with the Tchefuncte and Lake Cormorant Cultures of the Tchula period that lasted until (200 Ad), and the many other tribes that settled Louisiana prior to European exploration and colonization. Louisiana has long been a melting pot known for by the cultures of people who traveled here to settle the lands after leaving, fleeing, or being exiled from the Native countries. Identify the early Louisiana settlers. Native Americans, Spanish explorers, French explorers, enslaved Africans, etc Describe the early settlers cultures and traditions that they brought with them to Louisiana. This could include the food, language, clothing, music, art, festivals, way of life, homes, etc. How did Louisiana get its name? Explain how Louisiana became a state (Louisiana Purchase). Identify the state nickname, the state flag, the state flower, the state tree, the state bird, the state dog, the state motto, the state song, the state fruit, and the state colors. Explain why Louisiana has Parishes instead of counties. List the parishes of Louisiana. Have students identify the parish they live in. Identify the cultural regions of Louisiana, the name given to each cultural region, and the resources found in each region. Identify the festivals found in each parish. Introduce the terms cities, towns, and Capitols. Identify the city for each Parish. Identify and locate the state Capitol for Louisiana. Explain how the location of the state Capitol has changed over time. Explain the difference between appointed and elected officials. Identify and describe the three branches of state government: legislative, judicial, and executive branches. Explain the requirements a person must meet in order to run for an elected office. Describe the process residents of Louisiana use to vote for and elect officials Identify and list the current elected state officials for Louisiana and describe their duties and responsibilities.

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Assumption Parish	Parent/Guardian		Louisiana Black History Facts ... First and Second Batillions of Free Men of Color played an important role in the Battle of New Orleans in 1814-1815. Visit the Chalmette Battlefield for historical insight. St. Augustine's Catholic Church in New Orleans' Faubourg Treme` neighborhood was built in 1841 for a mixed congregation of people when segregation was the law of the land. On May 27, 1863 the Louisiana Native Guard, one of the first all-Black regiments to fight for the Union Army in the Civil War faces the Confederate soldiers at Port Hudson, Louisiana. Xavier University was established in New Orleans in 1914 and stands alone as one of the first and only African American Catholic Universities in North America. In 1927, the modern brick McKinley High School was the first school in Baton Rouge (Parish) constructed for African American students. In 1950, the first Black owned movie theater- Lincoln Theater- was built and used as an entertainment mecca for Black people during segregation. This theater hosted pivotal events in the Black community, was known as an entertainment mecca for the Black community, and became a center for other Black owned businesses in Baton Rouge. In June of 1953, Reverend T.E. Jemisson the Pastor of Mt Zion Baptist Church initiated the Baton Rouge Bus Boycott which was the precursor to the Montgomery Bus Boycott. After two weeks of organizing a free ride system for African Americans to get around Baton Rouge without the bus, the two groups reached a compromise. This event set the precedent for peaceful transportation protests. In 1954-55 Southwestern Louisiana Institute currently the University of Lafayette, a then all white institution of higher learning in the South, became the first to integrate. Kress Building (current downtown temporary library) in Baton Rouge became the site of the first lunch counter sit in. The event occurred on March 28, 1960 when seven students from Southern University sat at an all-white lunch counter and refused to move when told to do so. Ruby Bridges integrated William Frantz school in New Orleans Louisiana. Please V Ferguson Supreme Court decision also needs to be addressed during thid Louisiana history course.
East Baton Rouge Parish	Parent/Guardian		If our students are not taught our country's past, how can we prevent making the same mistakes in the future? It seems like these standards encompass what our students need to know.
Orleans Parish	K-12 Educator (not administration or higher education)		Initially, I was very supportive of the aims of the Social Studies Standards committees and sat on both the elementary workgroup and the steering committee in an effort to ensure that the standards met the requirements for advancing the study of history in classrooms around the state for the students and families we serve. BESE charged us with the following 5 goals: 1. Shift to an inquiry-based approach with a balanced focus between acquisition of knowledge and disciplinary skills. 2. Create a more coherent sequence of content, so students are better able to build and retain knowledge over time. 3. Strengthen instruction at the elementary level to ensure students are prepared for secondary and post-secondary coursework. 4. Better integrate the historical perspectives of people from all different backgrounds. 5. Provide students with opportunities to utilize strong critical thinking skills to evaluate and synthesize information. The revisions made by the workgroups that were voted on by the steering committee accomplished just what we were tasked to provide. I was extremely dismayed by the department's revision to the draft standards into a so-called "Freedom Framework" that has left out the vast majority of the goals BESE set us out to accomplish. Particularly those that integrated historical perspectives from all different backgrounds and the shift to inquiry-based instruction. It's clear that these revisions are not aligned with what the workgroups or steering committee voted to advance and that somewhere along the way, after the vote, the process was hijacked. I do not support the "freedom framework" and if this were up for a vote by the committee I am certain it would be voted down. I feel that the department and leadership used us as pawns in the public process only to advance a set of standards that if adopted would still put us behind even the least progressive states in the nation. Mississippi's standards are more inclusive than these. Instead of quoting Ronald Regan -- I will quote Dr. King in closing: "Our lives begin to end the day we become silent about things that matter."
Sabine Parish	Parent/Guardian		Louisiana today shares territory with four federally acknowledged American Indian nations. My experience, both as a parent and as a college legal studies professor, is that students do not learn what tribal sovereignty means or who the federally acknowledged nations are/their cultures or history. The proposed standards speak about American Indian nations in only vague terms and do not cover key concepts that establish the place of these nations within our federalist system. They do not focus on the tribes that share their homelands today with Louisiana. Given the rapid growth of tribal economies, this places students who may work with or for tribes at a disadvantage.
St. Tammany Parish	K-12 Educator (not administration or higher education)		As someone who actually teaches "Civics" or U.S. Government as the course is called, freshmen and sophomores are way too young to learn and care about the information about federal and state government. Most states in the country teach this course at the senior level, yet we feel the need to lower the age at which it will be taught. Government should be taught at the senior level because we discuss issues that freshmen have no clue about. By senior year, students have typically had a job, taxes taken out of their check, and potentially had to complete taxes. The standards are not necessarily the problem, it is the order in which you expect the children to succeed at. Louisiana education needs work, making students learn material they are not mentally prepared to learn and discuss is not the way to fix it. Student engagement and participation are needed for student success.
Orleans Parish	K-12 Educator (not administration or higher education)		The amount of research, internalization, planning and preparation required to implement these standards at a high level, on top of navigating teaching and learning during a pandemic is asking far too much of teachers. These standards do not reflect an understanding of the current amount of stress teachers are dealing with, or recognize the true craft that goes into planning and executing a strong lesson.
St. John The Baptist Parish	K-12 Educator (not administration or higher education)		Three issues that I am noticing with the Social Studies Standards: 1. Pushing the LEAP 2025 to Civics will inundate Sophomores and Freshman with more standardized testing during those two years of high school putting undue stress on them and their mental health. It needs to stay in US History. 2. If the state wants to push "financial literacy" they should re-create a required free-enterprise class, in which students can focus on how to be financially literate going into the real world. This could be paired with a required careers class. 3. The US History standards for high school cannot be effectively taught on a block schedule. How will schools implement these changes?
Bossier Parish	Parent/Guardian		Definitely an improvement in the standards but we need to keep pushing to ensure education and not political indoctrination.

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Ascension Parish	K-12 Educator (not administration or higher education)		I have been teaching ELA and Social Studies in Ascension Parish for 25 years. I have taught the content in grades 1-4, so am confident in my knowledge and presentation of the state standards. Here are my comments, concerns, and questions after reviewing the new standards and comparing them to the current standards: 1. It appears as though the standards have been moved down 2 grade-levels. Having taught standards in grades 1-4, I am concerned about the developmental appropriateness of the content. I have taught at low and high performing schools in my district, and have found students struggle with comprehending the current standards. For example: Students do not know the difference between states, countries, and continents. They struggle with content outside of their own world and experiences. Many do not know what religion they are, if any. They do not know their ancestral history in order to apply it to the standards. Students in 4th grade will have difficulty understanding the rise and fall of empires, economies, and people; as these are abstract ideas to 4th grade or primary students. 2. Most primary grade teachers do not have certifications in the Social Sciences. Therefore extensive training will be needed for teaches teaching the entirely new standards. Although the LDOE will be offering professional development, many will not be able to attend the summit or have time to join webinars. At the primary level, teachers teach multiple subjects and spend much of their time preparing lessons and managing all of the content they are responsible for. I'm am speaking for myself here as well. It has taken me years to gain a deep understanding of American history, and I do not know anything about Ancient history and the new standards listed for 4th grade. 3. Research shows best practice in Social Studies content includes preteaching vocabulary in the ELA content, providing immersion across curriculums, providing real-life experiences and applications. We currently teach ELA using the state-approved guidebooks which are aligned somewhat with our current Social Studies standards. This will not be the case with the new standards, at least in 4th grade. Also, the materials currently provided for the Social Studies state standards are above 4th grade reading level or not accessible to students understanding. Teachers search, modify, and provide alternative sources and activities to ensure students are able to better access the content on their appropriate grade-level. When we have searched for items in the lower grades, we find we are searching middle and high school content to align with the standards. The amount of world content does not appear to be conducive to primary learning. In conclusion, I do not think moving content 2 grade-levels down is the answer to educating primary age children. A focus on developing a foundation of civics , geography, and other areas of the Social science content would be preferred. I would be more than willing to work with other primary educators in developing a Social Studies curriculum appropriate for students in lower grades in order to provide a deep understanding of the basic concepts. This would allow students to develop the deep understanding necessary to comprehend and relate to the "new" standards at the appropriate grade-level.
Bossier Parish	Parent/Guardian		I approve of the new standards
West Feliciana Parish	K-12 Educator (not administration or higher education)		Overall, I am pleased with the new high school U.S. History social studies standards; my biggest concern is if the LEAP test will still be with the class. I know it has already been said that the Social Studies LEAP test is planning to move to Civics. I don't believe there's any realistic way to keep the LEAP test in U.S. History after adding 250 more years of historical content. As it stands currently, it is already hard enough to get through all the required content, and students struggle on the test already because of the vast amount of content.
Orleans Parish	K-12 Educator (not administration or higher education)		The history of North American native tribes has largely been erased from the curriculum. No longer are there entire units of study in which students can explore the rich culture, innovations, and history of specific tribes or tribal regions. Native Americans appear as a footnote on these standards, largely erased from classroom discussions, and therefore, our collective memory.
Assumption Parish	Parent/Guardian		1st grade standards... #FYI... The title (Louisiana Our Great State) for the 1st grade standards is misleading and may indoctrinate rather than educate students. For example: Louisiana is ranked 50th in the nation in terms of economics. Louisiana is ranked 46th in the nation in terms of education. Louisiana is ranked 1st through 3rd most years in mass incarceration. Louisiana has an area killing its residents called Cancer Alley and no one wants to change it. Louisiana is losing its educated and skilled population because there are no jobs here to match their talent and ability. So, why are we entitling our First grade standards, Life in the Great State of Louisiana?
Assumption Parish	Parent/Guardian		1st Grade Standards ... students began map skills in Kindergarten with grids, communities, and maps of their schools. Now in 1st grade, students should be working with different types of maps based upon the title to the 1st grade state standards. Therefore, including Geography standards regarding resource maps and road and hwy maps will begin to introduce students to the concept of traveling around the parish and state. It may also help to locate and identify early settlements in Louisiana and reasons for the selection of these locations - New Orleans (port), etc.
Orleans Parish	Other Louisiana Citizen		I have reviewed the most recent version of the social studies standards as well as the cover letter included with their distribution by Louisiana State Superintendent Cade Brumley on February 7. The revisions made outside of the working group process established in early 2021 by the LDOE are significant. They do not reflect the substantive, informed, and valuable work done by the folks on the standards revision committee. What was distributed by Superintendent Brumley on February 7 is a material departure from what was approved in committee for submission to BESE. On the whole the “Freedom Framework,” at least as it relates to US and Louisiana history, feels very much like a social studies framework that would have been taught in the 1980s, when I was a child. The newly revised standards are heavy on political and military history and weak on social and cultural history. They are also overly focused on exceptional or “great” figures in American history and do not provide context for students to build understanding about larger groups and group experiences that have been critical to the development of a shared and complex US and Louisiana history. As a striking example, free people of color—a group of individuals of African descent that emerged in the earliest days of Louisiana’s colonial history, fought in the American Revolution with the Spanish under Galvez and at the Battle of New Orleans under Jackson, and advocated for civil rights long before the mid-20th century—have been left completely out of the independently revised standards. I fear the new standards will encourage a reversion to teaching rote memorization of “facts” and dates, which are quickly forgotten, rather than giving teachers room to teach social studies in a way that encourages the development of historical and critical thinking skills—skills that teach students to evaluate sources and reflect on connections between past and present as well as between disparate events in a historical chronology. As a member of the social studies standards review committee serving in one of the two community seats, I am left wondering what the purpose was of convening a statewide group of committee members—many of whom participated in working groups tasked with the hard work of drafting, receiving feedback on, revising, and finalizing a carefully considered set of revised standards with no financial compensation—if their work was to be discarded and overwritten outside of the established process.

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Assumption Parish	Parent/Guardian		1st Grade Standards ... This standard was included in Kindergarten but was not included in 1st grade. I believe to adequately build on the concepts taught the previous years, standards like this should spiral. Identify a cause and effect for a significant event in Louisiana and explain how different observers can describe the event. One event that comes to mind is slavery in Louisiana. Louisiana had a large population of enslaved Africans before and after the Civil War. The first enslaved people came to Louisiana before Louisiana achieved statehood. Thereafter, Louisiana became one of the largest ports for incoming enslaved people. Another event that comes to mind are the Massacres that occurred in Louisiana. Students need to learn about the Colfax Massacre, The Opelousas Massacre, The Thibodaux Massacre, the New Orleans Massacre, the St. Bernard Massacre, and the Coushatta Massacre. These events need to be introduced to students when we discuss Louisiana history and economics because they contributed greatly to the culture and success of Louisiana, and many people have differing perspectives about these events.
Ascension Parish	K-12 Educator (not administration or higher education)		1. High School United States History: to expect the years 1608 to 2008 to be covered with any amount of depth or rigor in a traditional one year or semester block course is unrealistic. Coverage of this span of history would greatly reduce teacher's ability to focus on the Social Studies Skills and Practices also included in the standards due to the time necessary to provide coverage of the historical content. College survey courses do not cover this amount of history in one semester. This also will reduce the ability of high school students to take Dual Enrollment courses as they will be unable to align the course for the period of instruction. 2. High School United States History: With how infrequently standards are reviewed, choosing 2008 as the year to stop when current standards go to 2010 is confusing. These standards are not being implemented until the 2023 school year which means that at least 10 years of history relevant to students' lives is being left out of the standards that are likely to remain in place for a number of years to come. 3. High School United States HIstory: There have been significant changes to these standards between the September draft which began in 1898 and the current draft which is beginning in 1607. What prompted these drastic changes? While making many of the standards more specific is necessary and helpful in assisting teachers in determining relevant content, the addition of nearly 300 years of history makes these standards unrealistic to be accomplished.
Ascension Parish	K-12 Educator (not administration or higher education)		High School U.S. History - modern presidents and events seem to be lacking some key figures and themes. Truman and his policies during the Cold War are not included. Chinese Civil War is not mentioned - this will become relevant with later events. Lyndon Johnson's domestic initiatives and the Great Society are not specifically mentioned. Jimmy Carter is not mentioned in any standard or substandard. Things such as the credibility gap which are currently heavily taught / tested are not included. Foreign policy events related to Carter's presidency and the Middle East are also missing specific mention which then makes 9/11 harder to teach and contextualize.
St. Charles Parish	K-12 Educator (not administration or higher education)		High School: United States History - I have taught High School US History at Destrehan High School for the past 4 years. Using our current standards this course spans the time period from Westward Expansion to the election of O'Bama (1862 - 2008). As a social studies educator I believe it is my job to provide the opportunity for an in depth analysis of sources throughout this time span for students to connect with on a daily basis that will bring the history to life. By doing this the past 4 years, majority of my students have excelled on the LEAP 2025 test even though instructing all of the standards is a struggle. Looking at the proposed new standards for social studies, 250 years of US History has been added to the curriculum as well as the taking away of the formulation of the US Constitution from Civics and adding it to US History. This triples the length of the course. I would like to point out that this amount of history is at the very least 2 courses worth in college. If we are switched to these standards our US History courses will have to become a straight lecture course in order to teach all of the standards. This is totally against everything teachers are evaluated on with the Compass Rubric, so in essence these new standards will be crippling the High School US History Teachers in our attempts to meet the expectations placed on us by the state. Furthermore, with the transition of the LEAP 2025 test to Civics, changing our standards to this will hurt the 3 years of students who will be impacted by the transition of the LEAP test from US History to Civics. They will not be assessed on the new curriculum, but on the curriculum we currently teach now. This will be doing those students a huge disservice. Let's also not forget the proposed legislation of the current House Bill No. 75 that will further cripple us and call for teachers to write whole new curriculum with materials and sources over the summer to have ready for the first day of school if it is passed. I would like it to be noted that teachers are not contracted to work during the summer and would be completely unpaid for this work, which realistically speaking would take an entire month to be able put together especially if the new curriculum that adds 250 years worth of history to it is adopted.
Caddo Parish	K-12 Educator (not administration or higher education)		My comment is regarding the World History and American History standards for High School. I have taught both of these courses for over 20 years and can honestly say there is not enough time in the school year to cover all the content from1607-2008 (US History) and 1300-2008 (World History) for students to master the material. Sure, I can fly through the material just to get to the end but at what cost to the students. They already have a difficult time mastering the material under the current standards. My suggestion would be to divide each course into two different time periods as it is done in college. This would allow more time for both teachers and students to thoroughly examine the content with the goal of mastery by the end of the school year instead of rushing through the material and not getting a full understanding of the content. As of now, many students are simply memorizing facts and then forgetting about them. They need a more in depth study into the content in order to understand the importance of history and how it applies to their lives. I also noticed standards that link Louisiana History to World History. There needs to be more specific content mentioned for teachers to know exactly what needs to be covered. The standards are too broad. For example: WH.8 Analyze the relationship between events and developments in Louisiana history and world history from 1300 to 2010. What SPECIFIC events and developments do we need to teach? As an educator, I would hope to receive some type of professional development that provides resources and guidance for teaching these new standards. The current textbooks we are using do not cover all of these standards. Copyright date for current textbooks is 1998. This is unacceptable if we have to teach according to these new standards. I appreciate the attempts to update the standards but please consider the time constraints we are under as educators in the classroom. I trust whatever final decision is made will be one that has the students' best interest in mind.

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Assumption Parish	Parent/Guardian		1st Grade Standards ... In ormther grades students learn about important people for the local and country. However, I did not see this standard for1st grade state standards in Louisiana. So, I am seeking to add this section to the standards. History... Culture ... Traditions ... Music... Sports ... Louisiana's public figures and celebrities to discuss PBS Pinchback Governor of LA Oscar James Dunn, LT Governor of LA Ellen Degeneres born in Metairie, LA Tyler Perry born in New Orleans LA Reese Witherspoon, New Orleans LA Dwayne Lil Wayne Carter New Orleans LA Louis Armstrong, New Orleans LA Harry Connick Jr New Orleans LA Fats Domino New Orleans LA Randy Jackson (American Idol) Baton Rouge LA O'Dell Beckham Jr Baton Rouge LA Terry Bradshaw Shreveport LA DJ Khaled, New Orleans LA Richard Simmons New Orleans LA Percy Master P Miller, New Orleans LA Sarah Breedlove (Madam CJ Walker) Peyton Manning, New Orleans LA August Alsina, New Orleans LA Bill Russell, Monroe Louisiana Torrence Hatch, Baton Rouge LA
East Baton Rouge Parish	Parent/Guardian		I am extremely happy with the new standards. All Americans should be proud of their country, and the sacrifices that were made to create it. All students should be taught American history and the unique experiment in liberty our constitution and Declaration of Independence afford them. And we must never seek to divide each other by ressurecting the racial wounds of the past with the goal of creating a permanent class of oppressors and oppressed. Nothing could be more harmful to our country and our students.
Assumption Parish	Parent/Guardian		1st Grade Standards ... Geography... Explain how redlining caused many Black people in Louisiana to settle in the Ninth ward of New Orleans after the Civil War and Emancipation freed the enslaved Africans. History ... Explain Louisiana's role in the Civil War. Describe how New Orleans' location on the water contributed to military strategies during the Civil War. Identify Louisiana's Confederate and Union soldiers who fought in the Civil War. Identify the battles fought in Louisiana during the Civil War. Describe life for residents in Louisiana after the Civil War and Reconstruction and how they affected the citizens. Identify laws and policies enacted as a result of the Civil War and Reconstruction Explain how Africans in Louisiana participated in the Civil War. Explain why controversy erupted over Louisiana leaders decision to remove Confederate statutes and monuments.
Assumption Parish	Parent/Guardian		2nd Grade Standards ... The title of these standards is called Life in Our Great Country, The United States. That is a perspective that will vary from citizen to citizen. So can we remove great from the title used for 2nd grade standards? Life in Our Country, The United States
Bossier Parish	Other Louisiana Citizen		I approve of the new draft of changes, Thank you!
East Baton Rouge Parish	Parent/Guardian		Thank you Dr Brumley for the positive standards that encourage our students to take pride in our great state and our great country. I like the emphasis on hard work and working together, as well as teaching students about local government and their responsibilities as good citizens. Just to reiterate, children should not be taught any form of CRT. We should actively engage with educational leaders across the state in order to ensure no such poisonous content creeps into our childrens' curriculum. Parents of all races overwhelmingly oppose CRT when they understand what it really means.
Assumption Parish	Parent/Guardian		8th Grade Standards... It appears the Louisiana State Standards for 8th grade will only teach concepts up to year 2008. This ought not be if we are in 2022 and the standards are only reviewed once every seven years. That means in 2030, students will still only be learning about events that happened in 2008. That is indoctrination and not education. So, could we look at including events up to 2020 or 2021? This will ensure a more "Modern" era of teaching and learning.
East Baton Rouge Parish	Parent/Guardian		As a Louisiana citizen I am very gratified and relieved that critical race theory will not be poisoning the minds of our children with mutual racial distrust and hostility. I am thankful that the curriculum will emphasize hard work and common values as Americans. Great job!
Lafayette Parish	Other Louisiana Citizen		Thank you for the positive American History curriculum, and NO CRT!!
Bossier Parish	Other Louisiana Citizen		The outline looks promising my concern is what's in the pages when we get down to it. Will the curriculum be available for review before our children sit in the classroom? Thank you for all your hard work.

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Vermilion Parish	K-12 Educator (not administration or higher education)		Seems like 4th grade is shifting into 5th grade information.
Assumption Parish	Parent/Guardian		8th grade standards ... Standards 8.17 Describe the importance of key ideas, developments, and events of the modern era... Include: Ronald Reagan's War on Drugs The 1994 Crime Bill and the Three Strikes Law The Rock Your Vote Campaign The Stop The Steal Rally The 2012 Election and election results The 2016 Election and election results The 2020 Election and election results The January 6th Insurrection Covid_19 and the Pandemic and its effects on public education and teachers The Voter Supression Bills Supporters and Opposers of Critical Theories including Critical Race Theories Breonna Taylor and No Knock Warrants Ahmud Arbery Case and Trial George Floyd murder and Derek Chauvin Trial George Floyd Justice Bill Kyle Rittenhouse Case and Trial The two Impeachments of Donald Trump Black Lives Matter Movement The election of the 1st Black woman to Vice President School closings and online learning in American public education Mask and vaccine mandates
East Baton Rouge Parish	Other Louisiana Citizen		My main concern with the new social studies standards is the specificity. If teachers are expected to teach everything listed in the standards and students are expected to learn everything listed in the standards, we are setting everyone up for failure. I have taught in three different states and raised two children who have attended public schools in three different states. My experience has been that state standards are the overarching themes and concepts which are expected to be covered at each grade level. If a student moves within the state, their family can know what broad topics and specific skills to expect to be covered at the new school in a neighboring district. The language in the proposed Louisiana social studies standards implies that students are expected to know all names, dates, events listed. For example, in sixth grade according to standard 6.11h students are to "explain the significance and outcome of key battles and turning points during the American Revolution, including the …" and then lists eight battles of the Revolutionary War. Knowing the linkage between the standards and LEAP tests (or other state standardized tests) my concern is that students will be expected to know everything listed after "including." That kind of expectation will surely lead to frantic teaching and not to free classrooms in which teachers and students can engage in deep learning.
Assumption Parish	Parent/Guardian		8th grade standards ... 8.15 (h) also include - Marcus Garvey, Fred Hampton, Huey P. Newton, Bobby Seales, Mahalia Jackson, Co-Intel Pro, and the infiltration and assassination of Black movements and Civil Rights leaders.
Assumption Parish	Parent/Guardian		8th grade standards ... Standard 8.15 (g) - also include: Martin Luther King's speech the Other America, analyze Martin Luther King's quote - America has written us a bad check and we are coming to collect, analyze Malcolm X quotes, review James Baldwin speeches, literary works, and quotes, analyze Marcus Garvey quotes and literary works, analyze the Black Panther Party 10 point policy and decision to collaborate with other minority groups of different perspectives.
Jefferson Parish	Parent/Guardian		The change in standards will serve our children. Thank you for the improvements and all the work that went into putting our children first.
Ouachita Parish	Parent/Guardian		NO CRITICAL RACE THEORY- NO NO NO!
Assumption Parish	Parent/Guardian		8th grade Social Studies Standards ... also include: 8.15 (k) Amendment 1, amendment 13, 14, and 15 Civil Rights Amendments, and Amendment 19
Ouachita Parish	Parent/Guardian		Glad to see no CRT
Assumption Parish	Parent/Guardian		8th Grade standards ... 8.17 (a) Discuss how massacres and intentional flooding across America caused land, property, and wealth acquired by Black Americans after Reconstruction to significantly decline. Discuss the policies and regulations that caused Black farmers to lose much of their farmland and significantly reduce the number of Black farmers in America.
Assumption Parish	Parent/Guardian		8.15 (a) also include- redlining, the refusal to acknowledge Black soldiers returning from war, the denial of the GI Bill to Black soldiers, separate but equal facilities, and massacres, flooding, and lynching.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Ascension Parish	K-12 Educator (not administration or higher education)		I have been a Social Studies teacher for the past ten years in Louisiana. I am very concerned with the idea of passing these standards for the 2022-2023 year. With all the heated debate, many Social Studies teachers across the state were told that the standards would not be implemented until the 2023-2024 school year. This vote is not taking place until March. That gives educators two months of contracted time to prepare for one of the biggest standard changes in a decade. This is on top of scheduled state testing, observations, field days, end-of-year celebrations, etc. This is too much pressure on a system that is already underfunded and understaffed. It took years for the LDOE to create a suggested scope and sequence for our current standards that have been in place since 2011. I understand the need to restructure the Social Studies standards – however, the way that this is being thrown together is not going to provide a smooth transition. If it were an option, I believe the standards should be phased in with a grade level; that way all students would continue to have American and World History. This would also give the higher grades more time to prepare. The passing of the new standards in conjunction with this proposed house bill would be a crushing blow to history teachers across the state. When the proposal for the standards first occurred, there was clear verbiage to guarantee that the new standards would be more inclusive than previous standards. However, with the newest update, it appears as though most of this verbiage was removed. I am concerned specifically with the sixth-grade standards. As a sixth-grade social studies teacher, I will be relying on another teacher to have covered the Indigenous groups of North and South America. This means I will be teaching these groups in terms of colonization only. I think this is a disservice because it will be pushing the narrative that the indigenous groups were “savage” or “uncivilized,” in comparison to the conquistadors and colonists. Throughout Louisiana, and especially throughout East Baton Rouge parish, we have a high percentage of African American students. These students are already traditionally underserved and underrepresented in our schools. It concerns me that the only African American listed by name in the sixth-grade proposed curriculum is Crispus Attucks. African American history is American history, and there is more to their history than slavery. And this problem is not exclusive to African Americans; additionally, there is underrepresentation of Asian Americans and Hispanic and Latino Americans. I understand that the pool of people is limited to choose from, but you could at least do them the service of listing their names. Between this and my concern that this proposal is being rushed, we are doing all of our children a disservice by offering them a curriculum that is rushed and inaccurate.
Tangipahoa Parish	Parent/Guardian		Nice improvement! Lets give our kids a better future by not having racist and bias materials in the classroom. Teach them how to be good citizens that are knowledgeable about our country and the constitution. Thank you!
Jefferson Parish	Parent/Guardian		I don’t not agree with critical race theory being taught to my or anyone’s children. It divides them into how much melanin a person has rather than bringing kids together as a single human race. Kids need to learn the past so they do not repeat the past but not to the degree of condemnation.
East Baton Rouge Parish	K-12 Educator (not administration or higher education)		Thank you, Review Committee, for your time in reading feedback. This is so important to us and we want the children to be successful. There is a great gap between K and 1st grade. “The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana’s rich history and culture.” Kindergarten has not introduced a democratic society. They would only focus on the classroom community. First graders might grasp the difference between a rule and a law, but awareness of basic rights and liberties would be lost on this age group. The wording of the present standards are age-appropriate. The current standards are already a lot for a first grader to digest. We currently have 24 standards that are taught in shared time with the science standards. The proposed document includes 31 standards (with many specific items). This would not be able to be taught with any depth. We are responsible for teaching them to read and write. We are all for integrating across curriculum. We all support rigor, but with appropriate concepts. The COVID years have really set our children back. Giving them even more difficult information to process is not putting their best interests first. In talking with 3rd grade teachers who have been covering Louisiana, the material is challenging for them. Why would it be appropriate to move those standards for students two years younger? In the past, we tried to introduce the branches of government to 1st graders. Even in general terms, the children did not grasp it. Asking first graders to “identify Louisiana leaders at various levels of government and explain their roles and responsibilities” belongs in a much later grade level. Primary and secondary sources of information can perhaps be introduced with several examples, but “Select and use appropriate evidence from primary and secondary sources to support claims” is not grade-appropriate. It does not even correlate to our ELA standards of producing writing in three genres: narrative, opinion, informative. The next proposed standard, “Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning” is even farther from age-appropriate writing. “Compare the lives of Louisianans today in urban, suburban, and rural parishes” is not appropriate for first graders. Some struggle to differentiate between the meaning of urban, suburban, and rural. In looking at our current standards and comparing them to our science standards, there are just too many to cover. Why not look at ways to match the SS inquiry standards to those and improve on what we have. The inquiry standards for science work with K-2 because concepts are more concrete. For example, the proposed standard 1.18 would correlate with STEM-related careers. The difference between goods and services / producers and consumers would work well. I am asking for consideration of not pushing standards down to younger grades. We can all integrate some specific Louisiana concepts at each grade-level but putting them all in first grade is just too much. I have specific recommendations but I'm unable to copy and paste them here. Please send an email address so I can attach a Word document. I don't want you all to have to decipher if it's all jumbled together. Thank you!
Orleans Parish	Other Louisiana Citizen		I am glad that Louisiana is taking the first step forward to get back to our roots. Teaching students important and true information to give them a basis to learn from is of the utmost importance. Students should be taught to be strong , confident adults who are well balanced and not to be made to feel bad about things that have happened in the past.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Orleans Parish	Representative of Organization	Jewish Federation of Greater New Orleans	The Jewish Federation of Greater New Orleans (JFGNO) and Jewish Community Relations Council (JCRC) submitted complete comments on the February 2022 draft standards via email to Marcie Buckle (ClassRoomSupportToolBox@la.gov), along with a letter from JFGNO CEO, Arnie Fielkow, JFGNO Board Chair, Brian Katz, and JCRC Chair Jacquelyn Stern. We kindly as that you please include those documents as part of our Public Comment, as there was not an option available to submit documents through Google Forms. GENERAL COMMENTS: We appreciate the Department of Education's efforts to create strong standards for Louisiana's K-12 students. The coverage of the Holocaust in eighth grade, high school civics, and high school U.S. history, and the coverage of genocide in high school world history is strong and an important addition to this draft. We strongly advocate for this important coverage to be retained. In the comments that follow, we have indicated a number of strong standards that should be retained. We noticed that the names of centuries are inconsistent in the document with some being spelled out as "nineteenth century," and many others as "19th century. We imagine that these will be presented consistently when the standards are copy edited. We thank the Department of Education for its commitment to creating strong standards for the students of Louisiana. We share the goal of seeing standards adopted that help all students achieve high expectations, and, to that end, we appreciate consideration of the comments that follow.
Caddo Parish	K-12 Educator (not administration or higher education)		In sixth grade, the time period covers 1580-1791, which is basically the end of George Washington's term in office. The information seems like it can be covered in one semester, instead of an entire school year. I look forward to seeing the Resources and Documents that will go with the standards.
East Baton Rouge Parish	Parent/Guardian		My name is Christy Castille Haik, and I am extremely concerned about the direction in which our nation's, but more specifically, our state's, schools are turning. Our legitimate and patriotic history is being removed and replaced with Critical Race Theory. This is actually Marxist ideology, in the guise of something anti-racist and equitable for all, which is being employed in an attempt to indoctrinate our children. Only with our future generations buying into their agenda can the globalist's plan of a New world Order be implemented. What kind of patriotism or love of country can our children have when they aren't taught that their forefathers fought and died for the freedoms that the globalist's agenda will take away? Our Constitution offers safeguards for our freedoms, but if it isn't learned about in school, how can the future generations know that it even existed?! If CRT becomes the standard, never will our children know that the country in which they live was once the greatest and most blessed in existence. Please reinstitute our real history and remove the insidious evil of CRT that threatens to destroy the fabric of our future and the very lives of our children. Thank you!
East Baton Rouge Parish	Parent/Guardian		My name is Christy Castille Haik, and I am extremely concerned about the direction in which our nation's, but more specifically, our state's, schools are turning. Our legitimate and patriotic history is being removed and replaced with Critical Race Theory. This is actually Marxist ideology, in the guise of something anti-racist and equitable for all, which is being employed in an attempt to indoctrinate our children. Only with our future generations buying into their agenda can the globalist's plan of a New world Order be implemented. What kind of patriotism or love of country can our children have when they aren't taught that their forefathers fought and died for the freedoms that the globalist's agenda will take away? Our Constitution offers safeguards for our freedoms, but if it isn't learned about in school, how can the future generations know that it even existed?! If CRT becomes the standard, never will our children know that the country in which they live was once the greatest and most blessed in existence. Please reinstitute our real history and remove the insidious evil of CRT that threatens to destroy the fabric of our future and the very lives of our children. Thank you!
Jefferson Parish	Parent/Guardian		Get rid of it! Period! Thank you.
East Baton Rouge Parish	Parent/Guardian		Great improvements.
Assumption Parish	Parent/Guardian		2nd Grade Standards ... Also include: Identify the different Indigenous and Native American groups that make up the U.S. A. Identify the different groups of people that migrated from their country of origin to become citizens of the USA. These can include Europeans, Spanish, Asian, Africans, Mexicans, Dutch, French, Irish, Swedish, etc. List the 50 states of the USA and their capitols. Identify the territories that are also a part of the USA. Explain the significance of Washington D.C. and its goal to achieve statehood. Identify and describe the different regions of the United States. Describe the weather patterns during each season for each of the regions of the United States of America. List and describe the time zones that govern the USA and explain the difference in time as you move from one time zone to the next. Locate the USA on a map. List the countries that border the USA in the North and the South. Explain the settlement patterns that expanded land we now refer to as the USA. List the members of the President's cabinet and describe the duties and responsibilities of each position. Map skills: Use cardinal and intermediate directions to travel throughout the USA. Explain the use of slavery in America to grow the country and increase its wealth. Explain the ways in which a person can become a citizen of the USA. Identify state symbols, capitols, mottos, ans flags for each of the 50 states. List the governor for each state and describe his/her political perspective and philosophy.
Jefferson Parish	Parent/Guardian		This is amazing! And definitely needs to be passed ! We lack a good bit when it comes to the department of education. I truly believe this is a step in the right direction
Ouachita Parish	Other Louisiana Citizen		The new standards are excellent compared to what was in place. There needs to be a few revisions, but overall a huge improvement. Thank you

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Assumption Parish	Parent/Guardian		2nd grade standards ... Traditions of the USA ... pastimes, entertainment Watching on television and attending National Basketball Association (NBA) games Watching on television and attending National Football League (NFL) games Watching on television and attending Major League Baseball (MLB) games Eating Apple pie Gathering with family and friends to celebrate National holidays and cultural events. Attending concerts to watch our favorite entertainers perform. Attending carnivals and fairs Repeatedly checking and updating social media accounts and profiles to connect with friends and family. Going out to dinner for birthdays, major accomplishments, and dessert.
Orleans Parish	K-12 Educator (not administration or higher education)		a) As a teacher who thrives on getting better every year at my craft, adjusting lessons, finding more relevant primary sources, lifting suppressed voices of history and challenging my students in new ways, pushing them a little further each year - I feel as if theses new standards are implemented then many years of hard work are instantly erased and I now will have to start from scratch. This feeling will be even more intense for young teachers who will feel like their entire career is starting over - and in most cases will probably choose another career, knowing full well how many years of hard work went into creating the lessons we currently teach. Did I mention we are in a pandemic in the middle of a teacher shortage crisis? On the opposite end, our most veteran teachers, the teachers that I still learn from everyday, who know better than anyone the hard work it will take to start over, will most likely choose to retire, again further exacerbating the teacher shortage crisis, but in this case the best of the best teachers will be lost. b) The level of disrespect to teachers is shocking, particularly veteran teachers with children (I have 3 school aged children), to assume that we will just all be excited and willing to throw away so many years of hard work and then also expect us to create a full year's worth of new lessons when? Over the summer months? In the two weeks of professional development we have before the school year starts in late July? Perhaps you will be providing textbooks, lesson plans, digital resources including hyperlinked primary sources, and workbooks all aligned to the new standards? No? But you expect us to create them in a few weeks, when it has taken us years to create them in the past. c) The previous 5th Grade curriculum followed a very clear arc in History - the arrival of the first Humans in the Americas, Native American civilizations and culture, the Age of Exploration, Triangular Trade, Colonial History, and the Road to the American Revolution. It is quite simply - The History of the Americas - clear, engaging, developmentally appropriate for a 5th grader. The clear linear and geographical focus allowed us to dig deep into primary sources, explore all voices associated with historical events and analyze those voices and sources in the historical context in which they are placed. This allowed me to zoom in on important moments in History such as The Middle Passage, the Transatlantic Slave Trade, The Treaty of Massasoit, etc. It also allowed me to cover the extensive variety of Native cultures that have such a rich History in the Americas. Not only are these lessons that zoom into the specific voices, sources, and cultures important to providing a greater rigor for our students to analyze, question, and contextualize history, but they are also the lessons that bring Social Studies to life for our students, and keep them engaged and excited to learn History. With the proposed curriculum changes covering such a wide variety of History covering four continents, a multitude of HUGE historical moments from all four of those continents with the absence of clear linear "story" or "thru-line" means that we will be spread so thin, that no lessons will be able to provide deep dives into primary sources, suppressed voices, specific cultures, and we will lose not only the rigor of the curriculum but also the life and excitement, where everything will become a general story with no personal connection. Similarly, I do not believe that it is developmentally appropriate for a 5th grader to study the History of four continents over widely ranging time periods in the same year. It will in no way benefit or deepen their understanding of history. d) Finally, I think perhaps the most disappointing changes to the 5th grade curriculum are the treatment of Native American cultures as a blip on the radar, or essentially lagniappe in the curriculum. In an era where we should be lifting these voices and cultures and telling the truth about history, it seems you are trying to further suppress these voices. Similarly, the placement of the Trans Atlantic Slave Trade and the experience of enslaved peoples in the Americas as the very last chronological moment in the 5th grade and then trying to place the effect that that key historical moment had in shaping our entire nation at the very beginning of 6th grade, robs the students of the opportunity to see the strong connection between the Trans Atlantic slave trade shaped our country and its economy was built on the backs of enslaved Africans. It feels quite intentional that you have tried to minimize both the Native American and enslaved African voices in the 5th grade curriculum, which is particularly troubling when 98% of my students in your public school system are students of color. It is shameful to be perfectly honest.
East Baton Rouge Parish	Parent/Guardian		Thank you Dr Brumley for the positive standards that encourage our students to take pride in our city, state, and country. I like the emphasis on working together, as well as teaching our students about their responsibilities as good citizens. Just to reiterate, children should not be taught any form of CRT. I hope that we continue to actively engage with educational leaders across the state to ensure no such content makes its way into our children's curriculum. Many citizens—parents and grandparents do not fully understand the meaning of CRT. I believe parents of all races overwhelmingly oppose CRT when they understand what it really means.
Assumption Parish	Parent/Guardian		2nd Grade Standards... Remove 2.7 letters (a & b) from the standards at this grade. The previous grade levels introduced current important figures and celebrities that students would know and be able to relate to for their community and state. By picking and choosing which figures from history to introduce to students during this introductory course of USA history, we may indirectly indoctrinate students to believe these are the most important figures in American history. Therefore, other than listing people to help students make connections (celebrities and well known living individuals), we should stick to the theme used to identify local and state leaders and just list those currently in office for the three branches of government. The other individuals (who are currently listed) will be mentioned and discussed in the upper grades when students get to a more independent discussion of America and its policies, practices, and people.
Jackson Parish	Other Louisiana Citizen		I am in support of these standards. I oppose CRT as well as anti-American materials and it seems that these standards do not support either. I appreciate the effort which was put forth to bring Louisiana education back towards what education is meant to be, to prepare our children for a happy and successful life, not a life of bitterness and division. Teaching them to guard their liberty, and how to guard it, is paramount. Thanks to all whose efforts created these standards.

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
Assumption Parish	Parent/Guardian		2nd Grade History Standards ... Explain why Europeans chose to leave their European countries and immigrate to America to live amongst the Indigenous people. List the amendments outlined in the Bill of Rights that the European immigrants selected as a foundation for governing their life in the New World. Explain the conflict that arose between the Indigenous people and the immigrants from European nations. Describe the consequences the Indigenous people faced as a result of their interactions with the Europeans. How did life for the Indigenous people change as a result of European exploration, migration, and colonization?
Lafayette Parish	Other Louisiana Citizen		Marxism is evil, hiding behind phony compassion, that ultimately delivers division and poverty for the sake of power. The fruits of CRT IS racial division and it's origin is in Marxism. Under no circumstances should we concider any narrative or any version of CRT in any venue that suggest one race is better than the other or one race is different than the other. The truth is There is only one race, the human race.
Assumption Parish	Parent/Guardian		2nd grade standards ... Add this standard to second grade so that the standards spiral and build cohesion for students to master the concept ... Identify a cause and effect for a significant event in USA and explain how different observers can describe the event differently. Example: Colin Kaepernick kneeling during the National Anthem in silent protests during NFL games and subsequently lost his job. Many felt this was disrespectful others did not think this was disrespectful.
Assumption Parish	Parent/Guardian		2nd Grade Standards ... How do different ethnic groups celebrate and honor their culture in America? Irish? Germans? Dutch? Asian? Africans? Black? Mexican? Spanish? Latin? Etc. St. Patrick's Day, Octoberfest, Cinco de Mayo, Chinese New Year, Juneteenth, Kwanzaa, etc.
Assumption Parish	Parent/Guardian		2nd grade standards... 2.10 since this standard deals with the founding of the nation, it may be best to explain how all 50 states were added to the United States and not just the original 13. This will give 2nd grade students a more complete understanding of America In the upper grades, students will study standards that provide more depth into each land acquisition such as the Louisiana Purchase, the 13 Colonies, Westward Expansion, and others that created USA. So, focusing on the current composition of the country would help to not confuse or overload the students at this grade while allowing them to grasp the concept of Louisiana being 50 states instead of 13 colonies.
Assumption Parish	Parent/Guardian		2nd grade standards ... Explain how slavery was used to increase the economic position of the USA in a global society.
Assumption Parish	Parent/Guardian		2.10 (b) add other documents that help to create the America we now know. Those documents can include but not be limited to: the Emancipation Proclamation, the Gettysburg Address, Civil Rights Legislation and speeches such as I Have a Dream speech, etc. What to the Negro is the Fourth of July, etc. These all help students to see how America has attempted to provide equal and fair treatment for all its citizens at various times in history.
St. Tammany Parish	Parent/Guardian		I fully support these standards and expect they will be implemented immediately.
Orleans Parish	K-12 Administrator		I am concerned about the standards changing, specifically in Grades K-5. It seems most of 3rd grade topics have been giving to K-2. I am concerned about the lack of resources to address these changes, the fragmentation between grade levels, and concerns around the state assessment. First, I am concerned because many of the 3rd grade standards now moved to K-2 and as a school we do not have the capacity to gather all these resources specific these grades within the next 4 months. These standards are truly foundational and knowing the effort we put into students mastering now, I am concerned about what prerequisite knowledge we will have to teach in addition to the new standards for 3rd graders. Second, there was a huge jump in timelines between 3rd, 4th & 5th. I am wondering how we are making these connections since it is so vastly different than previous year. So, our 5th graders will miss all of Ancient World (usually taught in 6th). Lastly, our Social Studies assessment is already very challenging and already has low proficiency. I am concerned if we change subjects before teachers and students have time to prepare for the new content. I would prefer if we kept the standards closer to the original and improve resources/support for teachers.

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Assumption Parish	Parent/Guardian		3rd Grade Standards ... Third grade standards seem to be repetitive of 2nd grade standards for the most part. Can we not use this grade to introduce students to the world? This could include: Identify and locate the 7 continents of the world. The countries of the world and the continents they are located. The population of people who live on each continent. The cultures of the people who live on each continent. The type of government, education, housing, healthcare, transportation, and communication systems that each country uses. The type of currency found in each country and its comparison to US money. The language, religious practices, customs, and traditions of the people located on each continent. The time zones for each country and continent as it relates to American time zones. The weather for each season for the countries on each continent. Describe the exploration of countries found around the world and how their settlements impacted the Indigenous people of that area. Map skills: Use cardinal and intermediate directions as well as latitude and longitude to identify and locate countries around the world. This would give a great precursor to 4th grade teaching and learning on Ancient Civilizations of the world.
Ascension Parish	Representative of Organization	LA State Representative District 88	Dear Dr Brumley, Congratulations on the new standards. I know how hard you and your team have worked. This will greatly benefit the children of this great state. Our country is divided and this is such an important way to change the course. These standards are a good start, and will pay off in the long run. Sincerely, Kathy Edmonston
Caddo Parish	Parent/Guardian		This draft looks wonderful. Thank you so much.
Assumption Parish	Parent/Guardian		3rd Grade Standards ... Discuss the political and governmental systems for major countries around the world. Discuss the structure, purpose, and function of government and government agencies found on the 7 continents in countries across the world. Discuss the criminal justice system as well as explain how crime and punishment are handled in countries around the world.
Assumption Parish	Parent/Guardian		3rd grade standards ... Move standard 3.5 for third grade to standard 2.7 for second grade to remove some of the repetition in the standards.
Jefferson Parish	Parent/Guardian		Happy to see critical race theory OUT of our schools!
Terrebonne Parish	Parent/Guardian		I support these standards. I'm glad that we are finally getting a timeliness of the progression of history from 4th-6th grade. It makes more sense for thr students to learn history in the sequence it happened instead of jumping around each year. My only concern is the gap for 6th graders that will happen the first two years of implementation. Thise students will end up missing the history of ancient civilizations and repeat colonization and the American Revolution.
Ascension Parish	K-12 Educator (not administration or higher education)		Thank you for having courage to stand against CRT. Thank you for not putting teacher in bad positions. This is so much better.
Assumption Parish	Parent/Guardian		3rd grade standards ... Standards 3.6, 3.7, and 3.8 seem to be prematurely placed. For example, in standard 3.6 students will learn about the abolition of slavery but the term slavery has never been introduced in the lower grades. So, how can they learn to abolish it if it was never discussed as an event. Standard 3.7 can be moved to the foundation of the new world. This is where we are discussing exploration, slavery, Transatlantic and Middle Passages, etc. So this would be the most logical place to discuss voluntary and involuntary migration and immigration to the USA and its affects on the Indigenous people. Standard 3.8 can be briefly discuss with how the USA is different today than in the past with these ideas and events being used as examples. However, when students get to the upper grade levels they will learn about the industrial revolution and advance in technology indepth. So, by removing these standards we can continue showing students an expanded view of the world and thus make room for 3rd Grade to be an introduction to World History.
Ascension Parish	Other Louisiana Citizen		I feel we should not alter any part of history. We are doomed to recreate history due to ignorance of it. I grew up, not seeing black/white. While my parents might have, in the 60's, we were not taught in school to make issue of color. I grew up in appreciating all races and wanted to learn more. Now, we put each other against one another. We are ALL children of God. We should not divide ourselves.

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Assumption Parish	Parent/Guardian		5th Grade standards ... There is a lot of material being covered in this grade level. It appears that some of the material could have been covered in the 4th grade standards. This would truly allow time to be spent on effectively and efficiently teaching European exploration, migration, and colonization of the New World including the founding documents, founding fathers, the reasons for exploration, etc.
Assumption Parish	Parent/Guardian		5th grade standards - When discussing Christopher Columbus make sure students are taught that Columbus never actually stepped foot on any of the land we refer to as the 50 states of USA. The closest he came to exploring any state was (Central America). So, technically he did not discover America as we have been led to believe.
Jefferson Parish	Parent/Guardian		Huge improvement over previous standards. I don't want my child being taught CRT.
Webster Parish	K-12 Educator (not administration or higher education)		Thank you for keeping CRT out of our curriculum.
Orleans Parish	Parent/Guardian		These standards are vast improvements to previous ones especially since CRT is not the focus.
East Baton Rouge Parish	Parent/Guardian		It is quite evident that much time and effort went into drafting the changes in the Social Studies Standards for Louisiana. You all get an A+. As a business owner, I hire and mentor Louisiana State University interior design students as part of their internship program required for graduation. I am appalled by the lack of knowledge our college students now possess in social studies, geography, and history. These new standards give me great hope for the next generation, and I thank you all.
East Baton Rouge Parish	Parent/Guardian		I ask that you remove the term "slaves" throughout the standards and replace with "enslaved people" or another more humanizing term. People forced into slavery were people who had their identities taken. Please consider revising word choice of "minority groups." The word minority comes from the root "minor," which connotes inferiority or reduced significance or size. Many groups who have been marginalized and historically excluded were not/are not the minority in terms of population. I urge you to consult with academic experts and people of color whose ancestors were enslaved about the importance of humanizing and accurate language in our social studies standards. Words matter. Inaccurate and potentially harmful words matter a lot, especially to your children and families who are hearing themselves or their ancestors being described with ill-fitting and outdated terms.
East Baton Rouge Parish	Parent/Guardian		Update and broaden the list of Black and brown people identified by name throughout the standards. Children of Louisiana deserve to learn about the VARIED accomplishments and contributions of people of color, but these standards reduce examples down to a short list of abolitionists and astronauts.
West Baton Rouge Parish	K-12 Educator (not administration or higher education)		With the extreme changes in the standards and focus for 4th and 5th grade, most educators don't believe this content is developmentally appropriate for 4th graders or 5th graders when we see 6th and 7th grade students struggle to understand these concepts. Students currently struggle with being able to locate and pinpoint their own country and location in the world, let alone being able to identify geographic, political, economic, and cultural structures of ancient Greece and ancient China. A major concern many educators have is that students will not be taught major events and details about U.S. History after 3rd grade until 6th grade. It is unlikely that students will be able to comprehend and retain all these topics from 3rd grade in order to be successful in grades 4-5. I do like the standard 3.5 and its focus. I believe it would be more beneficial to continue building upon this in 4th grade. Standards 3.6, 3.7, and 3.8 are currently taught in 4th grade which through experience educators have seen this be a good place for students to understand these concepts. I've read about the professional development that will be provided for teachers, but there are still some major concerns. How will the curriculum and materials be modified for students 2-3 grade levels below where this was originally taught? Elementary school teachers are not certified in the content and historical time periods which were originally at the middle school level content. In order to effectively teach the content, teachers would need a degree in history. Will a detailed and complete curriculum be provided to teachers to effectively deliver the content in an effective time period and the intended way? Teachers would need reading materials on students' grade level, assessments which are aligned with state standards and source-based, and activities and resources which assist with engagement. A constant belief that is held by many educators is that changing standards and curriculum isn't the answer. Teachers need clear instructions, consistency and organization of materials to be more effective. Creating an up to date social studies book would be extremely beneficial for teachers instead of having to create packets as their teaching materials for students throughout the school year. If this could be done ahead of time, this will help with clarity, organization, and allow teachers to deepen their understanding of the content to teach students to mastery. Teachers would be able to focus on ways to increase engagement and student understanding instead of trying to figure out the materials to use to teach and then having different schools and parishes doing completely different things. If we are constantly forced to completely change curriculum and standards, teachers will never be able to become experts in their content which has shown in student learning. I truly believe these drastic changes will cause more confusion and frustration for students and teachers.
Bossier Parish	K-12 Educator (not administration or higher education)		I feel like there should be a unit that covers African American contributions to History. There should be some better topics to cover in 8th grade Louisiana History covering some more of the discovery and foundation of Louisiana culture.
Ascension Parish	Parent/Guardian		Thank you for your hard work and persistence in creating standards that all Louisianan's can be proud of. Please continue to include parents and public comments in future curriculum changes. We have a vested interest in the education of our children.
Jefferson Parish	Other Louisiana Citizen		Praise and compliments to those who worked on this standards submission for K -12 students' social studies. Age appropriate for class levels, broad in scope retaining accurate historical teaching to preserve patriotism, and instill appreciation for the uniqueness of America, it's Declaration of Independence and it's Constituition. In particular I am ecstatic that a focus on God is retained as the anchor Nd rock upon which this country sits AND thrilled that CRT is kicked to the curb. HOORAH!
East Baton Rouge Parish	Parent/Guardian		US History: I find the following standard questionable "Explain that by "life, liberty, and the pursuit of happiness," the Declaration of Independence clarified the freedom to live, to protect rights, and to seek happiness as long as it does not violate the rights of others." This is stated as a fact that students are to memorize and regurgitate. Is this a fact you are asking students to memorize? US21 Only analyzing "the role played by the United States in liberating Nazi concentration camps" does not afford students the opportunity to look critically at the other roles our country played beyond "hero." Primary source documents in abundance detail the role United States' ideas and systems including the institution of slavery had in inspiring and informing the rise of Nazi Germany. Please let's not have students look at evidence that points to the United States' positive role in liberation of Jewish people. To truly love our country we cannot pretend its history is perfect. Please throughout standards expand students' opportunity to learn about critical Civil Rights Movements leaders beyond Dr. Martin Luther King, Jr. Add to this. Please REVISE US 24.h. and consider the bias.
East Baton Rouge Parish	Parent/Guardian		I don't understand the highly, highly specific references to people, places, holidays, etc. throughout the elementary standards. They're also often listed in a way that either implies or actually states that these examples are THE examples to be studied, learned about, etc. rather than illustrations of a greater point. If so, whose voices and perspectives and cultures were dominating the decisionmaking to craft these? Whose voices were left out? Ex. 3.5.a

In what Louisiana parish do you live?	What role best describes you?	What is the name of the organization you represent?	Please enter your comment here.
St. Charles Parish	Parent/Guardian		As a parent of a public school student I am not supportive of these proposed standards. I feel it is important for children to understand where we as a state and country began before bringing in other areas and connecting history. But, as an elementary social studies teacher I am not encouraged by the proposed changes. I previously taught 3rd grade and the majority of the students in my class had never been outside of their hometown. Just expanding their knowledge about other areas of the state was eye opening. I have since moved to 4th and 5th SS. The excitement they exhibit learning about the explorers and Americas is unparalleled. Background information and expanding on names they are familiar with instills an excitement and love of history. Teaching what is relatable to them first is what can transcend into a love of history, these suggestions are so far outside their realm I am fearful of it leading to a deep dislike for a subject I love so much. Finally, I am a member of a group with 5th grade social studies teachers around the country who share resources and ideas with each other. Nearly every state is represented in this group and they are teaching the same information I am, we may be on details at different times but we are teaching the same time periods. So, Louisiana teachers will be on our own for resource sharing. If this goes through and changes go into effect, as a parent and teacher I will expect the state to provide AMPLE resources to effectively teach the material and not expect the burden to fall to the teachers to “figure it out”.
Orleans Parish	K-12 Educator (not administration or higher education)		I have often asked myself over the past two years …why are we teachers acting as though we are not in a pandemic? These proposed standards are another reflection that we are ignoring the obvious. As a teacher in a low-income area, the kids we serve typically read one to two years below their grade level. Mix in a global pandemic, a hurricane (for those that live in Southeast Louisiana), absenteeism, and teachers who are burned out due to the consistent scaffolding and spiraling that we implement each day to meet the needs and demands of our students; changing the standards is just another reminder that those who make the decisions for “our” children are not acting with them in mind. This is my fifth year teaching 3rd and 4th grade Social Studies. After a few years of inconsistency due to a high turnover rate, we finally have a Director of Curriculum who beautifully writes lesson plans to implement. When done with fidelity, the alignment to the current standards is a mirror image. To throw that out the window after the upcoming school year would not only be disrespectful to her but to the students and teachers as well. The upcoming 3rd graders will receive the current standards and then the following year for no rhyme or reason they will be expected to learn a fourth-grade curriculum that will not be aligned with what they learned in 3rd grade? Make it make sense! The current 3rd grade standards begin with teaching students about the world that surrounds them. It is only befitting that we teach them about Louisiana. As of now, 3rd grade is their introduction to the content-specific area. Social Studies is merely an infusion into the ELA curriculum on the K2 level as math and reading are rightfully prioritized. The children we serve need math and reading reinforcements. Expecting a kindergarten child to know the difference between primary and secondary sources is absurd. I would love to see Economics taught to a child that is still learning how to spell their last name. Again, make it make sense. The current 4th grade standards pick up right where the third grade standards stopped. The reinforcement of what students learned the previous year as they dive deeper into geography from the five regions of Louisiana in 3rd grade to the five regions of the United States in the 4th grade is the natural progression of their background knowledge. Learning about the origin of the country where they live and how the Louisiana Purchase that they learned about in 3rd grade opened the door for westward expansion only deepens their knowledge of the cause and effect aspect of the content, which will develop their comprehension of the content for years to come. My grandmother as many grandmothers and mothers have always said “If it ain’t broke don’t fix it”! Why is the state trying to fix standards that aren’t broken? I urge you to pop into a classroom sometime! Sit with the children, listen to them, review their work you would then understand that the changes that need to be made aren’t the standards. Finally, I must speak on behalf of me and my brethren, the teachers. This decision reflects the consistent disregard that is given to those who implement the curriculum that you are trying to change. I like many countless teachers that have spent hours internalizing, understanding, and altering the present curriculum to honor the kids we serve and their exceptionalities have been completely overlooked in this decision. Changing a curriculum that we have spent years retaining would take months to internalize. Speaking for myself, I know one summer is not nearly enough time to prepare lessons with new standards to deliver to our students. There is currently in this country a teacher shortage that in my opinion will only be worsened by a change as drastic as this one.
Caddo Parish	K-12 Administrator		I am concerned about how much content is suggested to be covered by the revision of the US History Standards. Previously, the standards review committee was asked to shorten dates, and now the revisions extend the time period from 1607 to 2008. It's hard to believe that teachers will have enough time to teach all this material, considering that many US History teachers simply could not complete all the lessons before state tests in the past. Additionally, a great deal of content has been omitted from the updated version of the standards that has been taught in our current standards.
Jefferson Parish	Parent/Guardian		I am beyond thrilled with this social studies draft. I feel it adequately depicts what should be taught to our children so they have the facts in regards to history in American and in the nation. These facts of our history will allow our children to take that knowledge and use it wisely as they encounter their place in the world. Thank you for everyone who worked so hard to propose this draft.
Jefferson Parish	Other Louisiana Citizen		It’s about time students be taught about the history of this country, both the good & bad plus the 3 R’s, And to stop trying to change a young persons gender.
Bossier Parish	Parent/Guardian		Glad there is no CRT. Thank you.
Grant Parish	Parent/Guardian		I support the revised standards as it is in the best interest of the children, our future generation
Tangipahoa Parish	K-12 Educator (not administration or higher education)		Looks pretty good, however, my concerns are 1) time and 2) support. Our district completed awesome societal notebooks, quizzes, exit tickets, etc. to go along with the previous LaStandards. Now we will be forced to recreate the curriculum. My other issue is time management. We were barely covering 1900-2022. I have I no idea how we will cover 1600-2022 in the same amount of time. It’s just not feasible. It’s very obvious that the people making these decisions are not teaching in the classrooms.

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West Baton Rouge Parish	K-12 Educator (not administration or higher education)		These standards are entirely too rigorous, especially for our younger ages. A first grader is not going to be able to label specific places on a map or identify different architecture. They probably will not even understand the vocabulary of architecture. When looking further into the standards you are asking second graders to identify founding fathers and their purpose, which is a FOURTH grade standard currently. Shifting the standards down 2 grade levels to ensure that things are in "chronological order" is not going to benefit students whenever they cannot even understand the meaning of words in the concepts we are trying to have them master. Third graders can master some of the basics of government, but asking them to describe the monuments and their purpose is difficult. Then moving into fourth grade. Some students do not have a concept of their own community... how are we supposed to get them to understand that there are ancient civilizations. These standards are taking the ideas and moving them down. This is not a rewrite of curriculum, rather a shift to make "timeline order" make sense. The order in which history is learned has stayed pretty constant. Why are we trying to change the order AND create new ideas that become even more difficult for the students? My question is, where there actual teachers in the trenches, that teach social studies every day in the involvement of these standards? Were realistic ideas and values actually thought about in the creation of these standards?
Vermilion Parish	Parent/Guardian		The language on American exceptionalism in Dr. Brumley's introductory letter is offensive and not helpful for students in their training as future U.S. citizens. Students need to be trained to think critically about U.S. history and the country's position in the globe, not spoonfed a myth of greatness and superiority. In general these standards do not emphasize inquiry and research enough. There is too much emphasis on memorizing specific content and not enough on asking questions, conducting independent research and critical thinking. There is not enough emphasis on investigating the lives of ordinary people as opposed to memorization about a few select historical figures. - "Life in our Great State" and "Great Country" should be removed from Grade 1 and 2 standards - Grade 1 standard 1.9 – include Asians in list of peoples influencing Louisiana - Grade 2 standard 2.7 add E Pluribus Unum and how it was displaced by In God We Trust in the 1950's – context is important in teaching about the adoption of symbols - Why do Grade 3 standards repeat so many Grade 2 standards? Instead take the opportunity to introduce other symbols, historic figures, and landmarks. - Grade 5 Standard 5.6f – Add Inquisition or introduce this during section on Renaissance – this extended from Middle Ages through Spanish Inquisition - Grade 5 Standard 5.11.d – add impact of disease on Native American populations and information on Native American efforts to defend against the Spanish - Grade 5 Standard 5.10.j – add ongoing research into use of knotting cloth as basis for record keeping and communication - Grade 5 Standard 5.11.f – add Spanish introduce enslavement of Native Americans - Grade 6 Standard 8.8a – change standard to include action and efforts of Native Americans not simply effects on them by European settlement, again introduce idea of the effect of disease on Native American population numbers - Grade 6 Standard 6.9 – Add to standard about Spanish colonialism in west, southwest, Texas, Louisiana, Florida and impact on colonial American life –including trade routes, impact on Native Americans, land grants and impact on plantation system and slavery - Grade 6 Standard 6.10c – should explicitly state slavery and plantation system as one of the characteristics of colonial life in Louisiana to examine - Grade 7 Standard 7.11 – add 1811 slave revolt in Louisiana - Grade 8 Standard 8.9j – add how Jim Crow system affected Black and all Americans - 8th Grade standards contain too much content and breadth. There is not enough time for students to analyze and think critically about the important time periods covered. - Standard US.7 – should have bulleted points on the different tribes and their political structures so teachers are clear on what must be covered. There is not enough time to cover the full scope of Native American tribes and their different political structures - US.24 – Explain the four pillars of Reaganeconomics and their effectiveness or ineffectiveness over time and opposing economic policy ideas
Assumption Parish	Parent/Guardian		Kindergarten Standards ... Explain the rights and responsibilities of individuals making their home, classroom, school, and communities a better place. Describe the qualities of a good citizen. Describe how a citizen can help solve a local problem. Describe ways citizens can work together to help their parents, teachers, friends, or classmates solve problems within their home, school, classroom, and communities. First grade standards... Explain the rights and responsibilities of individuals making their state a better place. Describe the qualities of a good citizen. Describe how a citizen can help solve problems in their state. Describe ways citizens can work together to help leaders solve problems within their communities and state. Second grade standard ... Explain the rights and responsibilities of individuals making their country a better place. Describe the qualities of a good citizen. Describe how a citizen can help solve problems in their country. Describe ways citizens can work together to help leaders solve problems within their country. Third grade standards ... Explain the rights and responsibilities of individuals making the world a better place. Describe the qualities of a good citizen. Describe how a citizen can help solve problems in the world. Describe ways citizens can work together to help leaders solve problems in the world.
Assumption Parish	Parent/Guardian		2nd grade standards ... Use the terms "melting pot" "salad bowl" and cultural mosaic to explain the impact of immigration on population growth of different groups of people in the United States.
Jackson Parish	Parent/Guardian		Thanks to Dr. Cade Brumley, DOE Superintendent, we will have BRILLIANT K -12th graders here in Louisiana! We will take Louisiana from 50th in education to #1! We will teach our children Civis, Economics, Geography, World History, World Geography, UNITED STATES HISTORY!!!! I agree with this curriculum plan 100%! https://docs.google.com/forms/d/e/1FAIpQLSeClB3r_1sOaSyiQZC2aT3Hy4fo02hQFh7KQJJaEtWeUS0Owg/viewform In God We Trust, Martha Huckabay

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Assumption Parish	Parent/Guardian		2nd grade standards ... Use a scale to measure the distance between locations in the United States. Identify the climate, population, economy, flag, for each state in each region of the United States. Compare and contrast different physical characteristics of the different regions in the United States.
Assumption Parish	Parent/Guardian		3rd - 5th grade standards ... When speaking in terms of Ancient Egypt, Mesopotamia, Kush, Meroe, Alkebulan, the Middle East, etc. please note that this is Africa. Students often hear terms (old) and do not know where they are located in today's world. Also, for Ancient Egyptian history, please include the Ottoman Empire and Wars. This will help students to understand how the land that we now refer to the Middle East and Israel was established and annexed from Africa. Also, in Ancient Egyptian society, the Red Sea was not called the Red Sea. The water was a beautiful blue green and was only turned red because of the dye of the reeds. This will help students help understand that as countries are colonized, names and cultures are changed to suit the new rulers/leaders.
East Baton Rouge Parish	Other Louisiana Citizen		I was born in Cuba and am a proud US citizen. My family is multiracial. My grandkids look like a Benetton ad. I would never want them to feel like they are more or less because of their skin. That is not the America I imagined them living in. My Family was lucky to get out. We have enjoyed the American dream, but are so disturbed by what we are seeing. I like you're teaching about hard work and working together. I like introducing the children to civics, getting involved and what it means to be a good citizen. Parents just like me, multiracial background are ANTI CRT. Anyone that Is proponent of CRT, I would argue, doesn't understand it's Marxist roots. Clearly don't understand it's child abuse. Thank you for helping save this country. This is a step In the right direction. Thank you for allowing out input. Great job Dr Brumley and staff! Great job.
Livingston Parish	K-12 Educator (not administration or higher education)		I do not understand the purpose for the change to the High School US History standards that was made just a few weeks ago. By moving the start date to 1607, you are DOUBLING the amount of content that teachers have to cover over the course of the school year. That's 401 years of history! Our US teachers currently struggle getting everything in already starting with reconstruction to the present. What then was the point of switching up the 6th-8th grade standards? The information is going to be redundant and students will be already burned out on US history by the time they make it to their Junior year. This is a huge mistake. World History is too important to move it down to the Elementary levels. High school Social Studies teachers make references to World History all the time so that students can make modern day connections and draw conclusions to events in all areas of Social Studies, including current events. As a 10th grade Geography teacher, I can tell you from experience that my students still have trouble recalling World History information that they learned in 6th grade. It will be much harder for them to do that if it is moved to the Elementary level. As for the World Geography standards, they are once again too broad and leave too much open for interpretation. But not specifying specific content, you run the risk of teachers covering topics that are too varied and inconsistent across the parishes, and even individual schools, as well as teachers within the same school. Also, we end up repeating the same standards with every unit—while that makes it seem like it would make planning easier, it doesn't. Our parish's proficiency test in World Geography has questions that are specific to particular countries and regions around the world. By not establishing more specific standards, you leave too much to interpretation and are setting teachers and students up for failure.
Assumption Parish	Parent/Guardian		2nd and 3rd grade standards ... America is said to be founded on religious principles because the Founding Fathers and early leaders left Europe to escape religious persecution and find religious freedom. These individuals practiced different religions and settled areas within America based upon their individual faiths. Nonetheless, they all coexisted together. However, many of their ancestors have rejected that method of allowing individuals to practice their different religious beliefs. Today's American standard says Christianity is the law of the land and have not readily tolerated other religions. This ought not be with Amendment number 1 protecting this freedom as well as the precedent set forth by the Founding Fathers. So, let's remove the sole religious teachings of Christianity from the standards and allow for all religious beliefs to be discussed.
Assumption Parish	Parent/Guardian		7th grade standard ... include this ... How did the Ku Klux Klan incite violence against the newly freed Black citizens of the South? Did President Lincoln's idea to free the enslaved populations after the Civil War using the Emancipation Proclamation fall short of its intended goal since enslaved people were not given rights until the Civil Rights Act of 1964, 1965, and 1968? Explain how the Democratic and Republican political parties that were formed after the Civil War have swapped in their party's position today. Describe the economic impact that payments made to former slave owners, for the release of their slaves after the Civil War, had on the wealth and opportunities for white Americans. America has paid for injustices done to different groups of Americans domestically and abroad. However, the American government has never paid for the injustices done to Black people domestically or abroad. Do you believe Black people should receive payment for these injustices?
Assumption Parish	Parent/Guardian		8th grade standards should include topics about post Civil War to modern day. 1865 - present. Too many topics overlapping will cause students to miss key concepts.

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Assumption Parish	Parent/Guardian		7th grade standards... The seventh grade standards should include the ratification of the constitution to the Civil War. This time frame would include 1776 - 1865. This would allow students to learn about the newly formed Republic and then how the Civil War.
Assumption Parish	Parent/Guardian		6th Grade Standards ... These standarss should discuss early exploration to colonization - up to 1775. Note: Corrections should be noted about Christopher Columbus discovering the 50 states that make up USA. He did not. This is a misconception that Columbus explored America (North America). He did reach territories that are now a part of North America but did not set foot into any state in the USA.
Jefferson Parish	Parent/Guardian		I am happy to see there is no CRT, that children can be proud of who they are and not have to be shamed for it. I am also excited to see a wide variety of knowledge on notable people in our countries history. I would recommend possibly introducing the socialization and totalitarian of government so that our children can be aware of what it looks likes like and with a strong emaphasis on the constitution know how to stand against it.
Tangipahoa Parish	K-12 Educator (not administration or higher education)		Starting at 1607 is going to make it extremely difficult to cover all of the standards and get to 2008 in the time we have. It's difficult to finish now much less adding those years. This concerns me.
Terrebonne Parish	Parent/Guardian		I am impressed by this draft of social studies standards! This is such a tremendous improvement over our current standards and previous drafts. Thank you for slowing down the process and allowing more public input. It has resulted in a draft we can be proud of, and one that will benefit students for years to come!
Lafayette Parish	Parent/Guardian		Ideas and principles from the critical race theory are not present in these standards. They are very important to understand the history of the country and the fundamental racial issues that are still present in the society. Without these ideas, the teaching of history is incomplete and contributes to misinformation, and is a barrier to societal progress. Also, more complex ideas about slavery and race relations, including treatment of native Americans up to the present day, need to be introduced and discussed before high school. Plese see some suggestions about a better approach on one chapter of history , the Reconstruction, here: https://www.teachreconstructionreport.org/louisiana.
West Baton Rouge Parish	K-12 Educator (not administration or higher education)		I teach 6-8 grades social studies and have children who attend public schools. I I prefer the formatting of the previous proposed standards which were separated by content strands. I'm curious about some of the changes regarding the new timeframes assigned for various grades. For example, standard 8.17 seems just tacked on at the end. I believe having this in the high school U. S. history course would allow it to be given the amount of time and investigation that it needs. By making 3rd grade another course of U. S. history means that 4th grades proposed standards would perhaps be too much for students that young to cover thoroughly in one school year. I would recommend increasing social studies minutes in 1st and 2nd grade which would allow social studies to be taught for a full year rather than half a year. This would allow the newly proposed U. S. History standards in 3rd grade to be moved to second grade, and 3rd grade could go back to the histories of Asia, Africa, and the Americas (Prehistory, River Valley Civilizations, etc) allowing 4th grade to focus on Greece, Rome, and China.

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Ascension Parish	K-12 Educator (not administration or higher education)		"I am certified to teach elementary education, in grades K-8. I have 27 years of experience at a high achieving public school. I am a highly rated teacher and am currently acting as a teacher coach. I am struggling with the appropriateness of the standards that have been released for review for elementary students. I think I am understanding the thought behind these changes as being apart of the philosophy for children movement which is thought to help children be better citizens later in life. There are many issues with thin in my opinion. To sum this up, the issue is that philosophy can be very abstract and children's brains at the elementary ages aren't ready for this type of thinking. I fear that this will quickly devolve into telling them what to think, instead of how to think. Children--even young teenagers--need things to be explained to them in very black and white, concrete ways. They have a low tolerance for vagueness and ambiguity. They want to know the answer, the right answer, the one right answer. Or else they get very frustrated. And as any of us who've engaged with philosophy even in a casual manner know, being comfortable with frustration is kind of necessary to persevere in philosophy. In first grade students will be asked to: 1.2 Differentiate between primary and secondary sources. Examples include: a. Primary sources: letters, diaries, autobiographies, speeches, interviews b. Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies 1.3 Select and use appropriate evidence from primary and secondary sources to support claims. 1.4 Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning. These students are just learning to read and write. Many of the primary sources listed such as letters, diaries, autobiographies, and speeches are well beyond a readability level for elementary students, much less 1st graders. These same students that struggle with identifying nouns and verbs in sentences will now be expected understand the abstract ideas of state government. These students need to be diving deeper into rules of places that they are familiar with such as school. They need to understand and the need for these rules and how respect each other's rights before they try to understand state government. These civic principals these students need should be the precursor to the ones listed below. 1.10 Describe the purpose of the state government of Louisiana. 1.11 Identify each of the branches of the state government of Louisiana. 1.12 Describe examples of rules and laws in Louisiana. 1.13 Describe civic virtues including voting, running for office, serving on committees, and volunteering. 1.14 Describe the importance of fundamental American values, including equality, liberty, and respect for individual rights. 1.15 Identify leaders at various levels of Louisiana State government and explain their roles and responsibilities. I share a similar opinion for the 2nd grade standards. The second grade standards which were once found in 4th grade are asking students to reason about the American revolution and dive deep into our country's government. I have taught this to 4th graders for over 15 years. It is the part of Social Studies that they struggled with the most and needed the most reteaching and corrective instruction out of all of the 4th grade standards. Our government is so complex and abstract and is difficult to understand and now we are expecting 2nd graders to be able to grapple with these standards. 2.9 Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial). 2.10 Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality and fair treatment for all. 2.11 Explain the purpose of rules and laws in the United States. 2.12 Define governmental systems, including democracy and monarchy. 2.13 Describe civic virtues including voting, running for office, serving on committees, and volunteering.

			2.14 Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives. These second grade standards will be memorization at best for those students that have that capability. The primary and secondary sources available to use a by far too complex and way over the readability for these students. So, having them construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning will be unreasonable. Our 3rd graders struggle with understand point of view and have difficulty reasoning about past events in history such as the Louisiana Purchase. This is currently taught in both ELA and Social Studies over an almost 8 week period of time and even at this slower pace, students struggle with this because it is so removed from what they know in their world. Another issue with k-3rd grade standards are the amount of standards expected to be taught in a year. Social Studies and Science are shared as one 45 minute class a day. How are students supposed to truly master these standards when they only have half of the time to spend on them? It is unrealistic. Teachers now are overwhelmed and have begun checklist teaching due to the lack of time given to truly teach the standards. Adding these standards that are unrealistic and unattainable will only compound this issue and frustrated everyone at hand. The new 4th grade standards are laughable, again totally out of reach and unrealistic. Teaching children ancient philosophy, religions and belief systems to 9 year old is preposterous. Our 4th graders have had a difficult time explaining the impact of the Mayflower Compact which relates to their system of government today, something that they can at the very least relate to. How can we expect them to describe the geographic, political, economic, and cultural structures of ancient India, Rome, China, and Greece when they can't even describe their own current Country? How can we expect them to describe how the size of ancient China made governing difficult and how the concept of the mandate of heaven emerged as a solution to this problem, describe problems prevalent in the time of Confucius and how the philosophy of Confucianism emphasized the concept of filial piety, or explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi when they have not had time to grapple with their own current issues around them? They will not have an understanding of their own government or religion that they practice yet. Catholics spend years developing a child's understanding of their religion and we are going to expose them to a multitude of ancient religions and explain their impacts that they have no context to put them in. Our current 6 grade standards that introduce some of these ideas do not go as deep into these ideas than these proposed 4th grade standards do. This type of thinking is way beyond what is appropriate for our students. I believe Plato in The Republic got it right, children should only start learning philosophy later in life when their minds are more capable of it. He clearly observed the same thing that we today have confirmed in psychology and neurology. So maybe in high school classes, like AP level, you could begin to introduce this type of philosophy. Again, I feel like we do need to work on philosophy to create a better society. However, it needs be around what the students know and understand such as home, school, virtual, and social rules and expectations that should be followed. Trying to start at a much deeper level than a child can understand will not get us to the end goal of a better society. Instead, I feel like it will have our children go inwards even more than they currently are going. They will try and escape these complex ideas and we will lose them even more that we already are. Teaching our kids to communicate and respect each other in their own society is what is needed. Thank you for giving us the opportunity to speak out about these standards. I hope that the committee does take these comments to heart. I know we all want what we feel is best for our students.
Bossier Parish	K-12 Educator (not administration or higher education)		Areas that cause concern: ●NEW SS CONTENT IS INCLUSIVE AND WILL TEACH TOPICS INVOLVING MULTIPLE RELIGIONS. I BELIEVE RELIGIONS ARE A STICKY TOPIC- ESPECIALLY WHEN BEING INTRODUCED TO YOUNG STUDENTS IN GRADES 3-5. ---Grade 3 3.H.3 Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Africa, the Americas, Asia, and Europe. ---Cradles of Civilization- Any location where civilization is understood to have independently emerged. Africa-Egypt, Americas-Mexico & Peru, Asia- Mesopotamia (present day Iraq/Iran) & Ancient China, Europe (Greece) ---Grade 3 3.C.2 Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources. ---Grade 3 3.C.3 Explain the purpose and effects of rules and laws in early civilizations. Including but not limited to: The Code of Ur-Nammu, Hammurabi's code, and the Ten Commandments. ---Grade 4 4.H.2 Describe the development and spread of world religions in early civilizations and Classical Empires ● World Religions during this time period: Hinduism, Judaism, Buddhism, Confucianism, Daoism, Christianity, & Islam ---Grade 4 4.C.2 Describe the different types of governments in the context of second-wave civilizations. To include but not limited to tribal, monarchy, democracy, republic, theocracy, and oligarchy.

			● Theocracy- A system of government in which priests rule in the name of God or a god. ---Grade 4 4.C.3 Explain connections between governments and religion in complex societies and empires between 700 BC- 700 AD. To include but not limited to Rome's adoptions of Christianity as a state religion, and the Edicts of Ashoka. ● Edicts of Ashoka- collection of more than thirty inscriptions on the pillars, as well as boulders and cave walls attributed to the Mauryan Empire ---Grade 5 5.H.7 Explain how religion influenced state-building, trade and cultural interactions between 600- 1600 AD. Including but not limited to Christianity in Medieval Europe, Islam in Afro-Eurasia, Buddhism in China, Aztec state religious rituals, and indigenous African religious practices. ---Grade 5 5.C.3 Analyze the methods used by governments to create order, establish justice, and meet people's needs between 600 AD and 1600 AD. Including but not limited to methods used in China, Feudal Europe, Byzantium (Greek), the Islamic Caliphates, the Republic of Venice, the Aztec Empire, and the Inca Empire. ● NEW SS CONTENT IS INCLUSIVE AND REQUIRES STUDENTS TO ANALYZE/INTERPRET HISTORICAL EVENTS FROM CULTURAL PERSPECTIVES. --- Some are concerned this will open the door to CRT. ----Will educators be provided unbiased perspectives? How can a teacher who is unfamiliar with the perspective of other cultures teacher it to our 3rd, 4th and 5th graders? The standard implies that all educators can speak to the perspective of all cultures, including ancient cultures and marginalized cultures. I believe this is a dangerous implication. For example, it would be difficult for some educators to teach the perspective of an unfamiliar or ancient culture without historical documentation or sources to support the perspective. I believe this practice could easily lend itself to educators expressing their opinions or assumptions instead of true perspectives. For example: -----Grade 3 3.H.4 "Interpret historical events from a variety of historical and cultural perspectives ------Grade 3 3.H.5 "Analyze historical events from the perspectives of marginalized or underrepresented groups. Including but not limited to enslaved or conquered peoples, women, nomadic and pastoral peoples." ---Grade 4 4.H.4 Interpret historical events from a variety of historical and cultural perspectives. To include but not limited to Romas or Han Chinese vs "barbarians", conquerors vs the conquered. ---Grade 4 4.H.5 Analyze historical events from the perspectives of marginalized or underrepresented groups. ---Grade 5 5.H.4 Analyze historical events from the perspectives of marginalized or underrepresented groups. Including but not limited to Taino and Aztec perspectives on Spanish colonization; indigenous perspectives on the encomienda system, and the perspectives of enslaved Africans and indigenous people. Grade 3 Overall Concern- third grade will no longer teach Louisiana History. 3rd grade teachers are concerned that students will be accountable for content learned in 1st grade on the third grade LEAP. I am concerned that the content learned in 1st and 2nd grade about the students' state and country will not be deep or complex enough to apply to new content taught in 3rd-5th grade. Students will not have a strong foundational knowledge of their own country before learning about other countries. ● Louisiana history- taught in 1st ○ Students will compare era studied in grade level to Louisiana in each grade level under the new standards ● Founding of the country is taught in 2nd and 6th grade NEW SS CONTENT IS CHORONOLOGICAL, BUT NOT NECESSARILY AGE APPROPRIATE. ----○ For example: Polytheism- belief in more than one god -----Grade 3 -3.H.3-Describe the characteristics of civilization and compare the origins and development of early cradles of civilization in Africa, the Americas, Asia, and Europe. --- Cradles of Civilization- Any location where civilization is understood to have independently emerged. Africa-Egypt, Americas-Mexico & Peru, Asia- Mesopotamia (present day Iraq/Iran) & Ancient China, Europe (Greece) Grade 3 3.C.2 Explain connections between governments and religion in early civilizations. Including but not limited to pharaohs and Mesopotamian kings deriving authority from divine sources.

			--Grade 3 3.H.6 Explain historically accepted causes and effects of significant historical events. Including but not limited to the Neolithic Revolution, the development of city-states, and the development of different belief systems, rise and decline of early civilizations in Africa, the Americas, Asia and Europe. -- WHO DECIDES THE HISTORICALLY ACCEPTED CAUSES AND EFFECTS? WHO DECIDES WHAT IS SIGNIFICANT HISTORICAL EVENTS? ---Grade 4 4.H.6 Explain historically accepted causes and effects of significant historical events between 700 BC 700 AD. Including but not limited to the rise and decline of civilizations and empires in Africa, the Americas, Asia and Europe. ---Grade 4 4.C.2 Describe the different types of governments in the context of second-wave civilizations. To include but not limited to tribal, monarchy, democracy, republic, theocracy, and oligarchy. ● Theocracy- A system of government in which priests rule in the name of God or a god. ---Grade 4 4.C.4 Analyze the purpose and effects of rules and laws in second=wave civilizations from 700 BC- 700 AD. To include but not limited to the Athenian Constitution, the Qin Law Code, Analects of Confucius, and the Twelve Tables. ● Qin Law Code- specified harsh punishment for crimes including beatings with a stick, banishment, hard labor, etc ● Analects of Confucius- Collection of sayings and ideas attributed to the Chinese philosopher Confucius ● Twelve Tables- Rights and laws of Roman citizen THE NEW STANDARDS WILL PUT OUR THIRD - FIFTH GRADE SOCIAL STUDIES TEACHERS IN A STICKY POSITION. THEY STANDARDS WILL REQUIRE TOPICS TO BE TAUGHT THAT THEY MAY NOT HAVE ANY KNOWLEDGE OF UNLESS THE CONTENT AND MATERIAL IS PROVIDED. FOR EXAMPLE: THE AZTECS ERA WAS 1300-1521. IT IS GOING TO BE A DAUNTING TASK TO TEACH FROM THE CULTURAL PERSPECTIVE OF THE AZTECS, AS THERE IS NOT ONE LIVING PERSON IN 2022 THAT CAN SHARE A FIRST HAND ACCOUNT OF THE AZTEC PERSPECTIVE. THE PERSPECTIVE WILL BE CONJECTURE AND OPINION UNLESS HISTORICAL DOCUMENTS OR SOURCES CAN PROVIDE THE PERSPECTIVE. Please take time to look over the standards and think about the students who will be internalizing this information: 3rd grade- average age 8-9 years old 4th grade- average age 9-10 years old 5th grade- average age 10-11 years old Teachers must present religious elements objectively. "The studies cannot foster any particular religious tenet and shall advance [student] knowledge and appreciation of the role that religion has played in the social, cultural, and historic development of a civilization." While our teachers can certainly handle the task when provided the correct materials and content, I am not sure our 8-11 year old students will understand that religious conversations have very hard boundaries in the public school system. Nor do they all have the maturity to avoid being influenced by the information and understand the purpose is only to building their academic knowledge.

Suggestions for integrating proposed standards into what we already have are listed below with our current standards. We can integrate Louisiana into it, but allow more specific Louisiana standards to remain in upper grades to give children time to have more exposure to reading for information. This would be grade-appropriate.

History

Standard 1 – Historical Thinking Skills Students identify concepts of continuity and change in their personal environments.

1.1.1 Construct personal timelines that highlight past and present events **using appropriate vocabulary and chronological sequence.**

1.1.2 Create a primary source of personal information **(narrative, letter, autobiography and compare with secondary sources (textbooks, articles, biographies)**

1.1.3 Compare and contrast lifestyles **in Louisiana** of the past to the present **and describe how innovations of the past affect the present.**

Standard 2 – Historical People, Events, and Symbols Students identify and describe people, events, and symbols that are important to the United States **and compare with some specific to Louisiana**

1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs

1.2.2 Describe reasons for celebrating events commemorated in national holidays

Compare national symbols to Louisiana symbols (this would reinforce the concept that our state is part of the United States)

Geography

Standard 3 – Maps, Globes, and Environment Students recognize and use basic geographic tools to organize and interpret information about people, places, and environments.

1.3.1 Identify a representation of a location/space, **and Louisiana**, on a map/globe

1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend

1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places

1.3.4 Identify basic landforms using a globe or map **to focus on Louisiana regions**

1.3.5 Describe the impact that seasons have on daily activities and on the physical environment in various regions

1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture **(including Mardi Gras, local festivals, music, languages, architecture, traditions, and cuisine of Louisiana)**

1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter **by describing the importance of natural resources in Louisiana**

1.3.8 Describe how the environment determines various types of human shelters **and how people in Louisiana change their environment to meet their needs, including construction of bridges and levees.**

1.3.9 Identify by name the town/city, parish, state, and country in which the student lives

1.3.10 Predict ways human actions impact the environment in Louisiana **(including bayous, swamps, floodplains, forests, and farmland)**

Civics

Standard 4 – Government and Citizenship Students develop an understanding of the purpose and structure of government and their role as a responsible citizen.

1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences

1.4.2 State examples of rules in the home, school, and community and explain their purposes **and compare these to the importance of fundamental American values, exploring the difference between a rule and a law**

1.4.3 Identify the current mayor, governor, and president **and discuss how these positions are part of state government and national government; compare the roles and responsibilities of a teacher in charge of a classroom, a principal in charge of a school, a mayor in charge of a city, a governor in charge of a state, and the president in charge of the country**

1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community **to include voting, running for office, serving on committees, and volunteering**

Economics

Standard 5 – Basic Economic Concepts Students explain the economic concepts of goods and services within their school and community.

1.5.1 Identify ways to save money

1.5.2 Distinguish between needs/wants of people by responding to real life situations **including scarcity of goods and services**

1.5.3 Distinguish between goods and services

1.5.4 Identify jobs and industries within the school and community; **describe how public and private jobs help Louisianans: firefighters, nurses, etc.**

1.5.5 Identify ways people exchange/trade goods and services **and which goods/services are produced in different places and regions in Louisiana**

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Jewish Federation
OF GREATER NEW ORLEANS

BY EMAIL
February 22, 2022

RE: Public comment on Louisiana Social Studies Standards

Dear Ms. Buckle,

On behalf of the Jewish Federation of Greater New Orleans and the Jewish Community Relations Council (JCRC), we are pleased to submit our recommendations on the Fifth draft of our state's new social studies standards for K-12. We thank the committee for its efforts to continuously improve the draft, and we hope they will take these suggested edits into consideration.

We greatly appreciate the State's process to improve social studies standards for Louisiana students, the hard work of the committee on this draft, and the opportunity to comment. The coverage of Holocaust in eighth grade, high school civics, and high school U.S. history, and the coverage of genocide in high school world history is strong and an important addition to this draft. We strongly advocate for this important coverage to be retained, alongside a number of other strong standards in the attached review.

Thank you very much in advance for sharing the attached review with the writing committee and for your consideration of these suggestions.

Sincerely,

Arnie Fielkow
CEO, Jewish Federation of Greater New Orleans

Brian Katz
Board Chair, Jewish Federation of Greater New Orleans

Jacquelyn Stern
Chair, Jewish Community Relations Council of the Jewish Federation of Greater New Orleans

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MEMBER: Jewish Federations of North America LOCAL CONSTITUANT AGENCIES: Jewish Community Center, Jewish Community Day School, Jewish Family Service, Tulane Hillel AFFILILATE: Jewish Endowment Foundation of Louisiana

Institute for Curriculum Services' (ICS) Review on behalf of the Jewish Federation of Greater New Orleans of the Louisiana Social Studies Standards 2022
Draft released for public comment February 8, 2022
February 2022

Review Legend:

~~Strikethrough~~ = recommended deletion
Underline = recommended addition
Comments = explanation and rationale provided to support recommendations

General Comments:

We appreciate the Department of Education's efforts to create strong standards for Louisiana's K-12 students.

The coverage of the Holocaust in eighth grade, high school civics, and high school U.S. history, and the coverage of genocide in high school world history is strong and an important addition to this draft. We strongly advocate for this important coverage to be retained. In the comments that follow, we have indicated a number of strong standards that should be retained.

We noticed that the names of centuries are inconsistent in the document with some being spelled out as "nineteenth century," and many others as "19th century. We imagine that these will be presented consistently when the standards are copy edited.

We thank the Department of Education for its commitment to creating strong standards for the students of Louisiana. We share the goal of seeing standards adopted that help all students achieve high expectations, and, to that end, we appreciate consideration of the comments that follow.

Grade 2, Civics, p. 10, 2.10 a., **Add:** "Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for religious freedom and a new life."
Comments: The term "religious" should be added to specify the types of freedoms which motivated the settling of the colonies. Some of the earliest settlers of the American colonies were fleeing religious persecution in their home countries. This includes the Puritans who established the Plymouth colony. As Puritans, their faith barred them from participation in civic life in their native England, where the Anglican church was officially sanctioned by the government. It also included Sephardic Jews leaving Brazil after the establishment of the Portuguese Inquisition there. This history of seeking religious freedom deeply influenced protections in the founding documents of the United States, which guaranteed citizens the right to practice the religion of their choice. In addition, this edit will bring this standard into alignment with standards 6.9.b., and 6.12.h.

Grade 4 The Ancient World, p. 15, introduction, **Retain: "**After building knowledge about their community, parish, state, and nation in grades K-3, students are ready to expand their historical horizons and begin an exploration of the ancient and classical

world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in ancient Mesopotamia, Israel, Northern Africa, India, Greece, Rome, China, and the Americas."
Comments: This strong standard should be retained as it provides students with foundational historical knowledge to approach subjects influenced by the ideas rooted in these ancient civilizations as they move through higher grades.

Grade 4 The Ancient World, p. 15, 4.5, **Retain:** "Describe the origin and spread of major world religions as they developed throughout history."
Comments: This strong fourth grade standard should be retained because it supports student understanding of the role major world religions have played in world history.

Grade 4 The Ancient World, p. 16, 4.10, **Retain:** "Describe the geographic, political, economic, and cultural structures of ancient Mesopotamia and Israel."
Comments: This standard should be retained, given how influential the cultural achievements of these two civilizations have been on Western history. The legacies of ancient Mesopotamia and Israel can still be seen in literature, law, and ethics, as well as in the religions of Judaism and Christianity whose origins are located in the region in which the civilization of Israel flourished. One of the most lasting legacies of 1,000 years of ancient Israelite civilization is the Hebrew Bible, which greatly influences world art, history, literature, music, and culture.

Grade 4 The Ancient World, p. 16, 4.10.h. **Change**: "Describe the origins, development, and contributions of the ancient Israelites, and explain the ~~reasons for their movements from Mesopotamia to Canaan~~ the emergence of ethical monotheism and its relationship to justice."
Comments: As currently worded, what the standard asks students to explain is vague and is not representative of the historical contributions of the ancient Israelites. The recommended edits would help clarify the standard and highlight aspects of ancient Israelite civilization that are much more relevant to what students will be expected to learn in later grades. Concepts fundamental to our modern legal system - including the universal applicability of the law, the importance of impartiality in the administration of justice, provisions for fair trials, and establishing reliable witnesses - are all based in ancient Israel's conception of ethical monotheism and justice, and should therefore be the focus of this standard. Specifically, ethical monotheism (the belief in one God who set down moral laws for humanity), should be added to this standard.

If one goal of the standard is to highlight the connections between Mesopotamia and Israel, adding the word "origins" accomplishes this in a more concise manner.

The standards on the other seven civilizations in this grade ask for coverage of "accomplishments" or "achievements," and this standard on Israel should similarly address the contributions of ancient Israelite civilization to the world and later cultures. See Mesopotamia 4.10.f, Egypt 4.11.d, India 4.12.b and 4.12.d, Greece 4.13.i, Rome 4.14.g, China 4.15.f, and Mayans 4.16.f. Other contributions of Israel include: belief in individual worth and responsibility, an emphasis on loving your neighbor, human rights, justice, charity, and the concept of a day of rest. As noted above, the Hebrew Bible

remains a lasting legacy that continues to influence art, history, literature, music, and culture.

Grade 5 The Medieval to the Early Modern World, p. 20, 5.5, **Retain:** “Describe the origin and spread of major world religions as they developed throughout history.”
Comments: This strong fifth grade standard should be retained because it supports student understanding of the role major world religions have played in world history.

Grade 5 The Medieval to the Early Modern World, p. 21, 5.6.f., **Retain:** “Explain how the Crusades affected Christian, Muslim, and Jewish populations in Europe.”
Comments: This strong standard should be retained because it directs students' attention to the effects of the Crusades on various populations in Europe. The effects for Jewish communities were immense. During the First Crusade, crusaders attacked and massacred entire Jewish communities on their way to Jerusalem. Anti-Jewish violence and economic changes over the course of the Crusades ultimately helped create a Jewish population shift from Western to Eastern Europe. These demographic shifts had profound ramifications for European Jews and for Europe more generally.

Grade 6, The United States and Louisiana: Beginnings through Ratification, p. 25, 6.9
Retain: “Analyze the development of the settlements and colonies in the late sixteenth century through the seventeenth century. a. Explain the importance of the founding and development of Jamestown, including representative government established through the House of Burgesses, private ownership of land, introduction of slavery, and arrival of women and families. b. Explain the importance of the founding and development of the Plymouth settlement, including practice of self-government established by the Mayflower Compact, religious freedom, and contributions of Native Americans, including Chief Massasoit and Squanto, and the leadership of William Bradford. c. Compare and contrast the New England, Middle, and Southern colonies, including their physical geography, religion, education, economy, and government.”
Comments: This thorough standard includes the pursuit of religious freedom as a central concept when studying the settlement of the colonies in the sixteenth and seventeenth centuries, and should be retained. Religion is an important aspect of life in the New England, Middle, and Southern colonies, and a key aspect of culture and government in the colonies.

Grade 6 The United States and Louisiana: Beginnings through Ratification, p. 27, 6.12 Analyze the development of the U.S. political system through the ratification of the U.S. Constitution. **Retain:** “6.12.h. Explain how and why the Constitution of the United States was amended to include the Bill of Rights, and analyze the guarantees of civil rights and individual liberties protected in each of the ten amendments.”
Comments: This important standard on the fundamental rights guaranteed by the United States Constitution and the Bill of Rights, including the First Amendment’s protection of the freedom of religion, should be retained.

Grade 8 The United States and Louisiana: Industrial Age through the Modern Era, p. 38, 8.14, Describe the causes, course, and consequences of World War II. **Retain**: "8.14.a. Explain the rise and spread of militarism and totalitarianism internationally, examining the similarities and differences between the ideologies of Imperial Japan, fascist Italy and Nazi Germany, and the communist Soviet Union, as well as the origins and effects of violence and mass murder in the 1930s and 1940s as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and treatment of political opponents and prisoners of war during World War II."
Comments: This WWII standard is strong and should be retained. The inclusion of major instances of mass murder and genocide in the 1930s and 1940s will provide students with the full story of this era. Studying the legacies of genocides helps students understand human rights, international conventions and law, prevention, and the need for action today.

Grade 8 The United States and Louisiana: Industrial Age through the Modern Era, p. 38, 8.14, Describe the causes, course, and consequences of World War II. **Retain and change spelling**: "8.14.g. Explain the causes and consequences of the Holocaust, including ~~anti-Semitism~~ antisemitism, Nuremberg Laws restricting civil rights, resistance efforts, concentration camp system, liberation of camps by the Allies, and Nuremberg trials."
Comments: Retaining this standard on the Holocaust's impact on the Jewish community of Europe will provide coverage in enough detail for students to fully grasp the causes and consequences of the Holocaust. Two-thirds of the Jews of Europe were murdered, including one million children. Tracing the genocide of the Holocaust from earlier antisemitism, to the Nazi's racist ideology, to the Nuremberg Laws restricting civil rights, to the concentration camp system will show how prejudice can escalate to genocide. This strong U.S. History standard will help 8th grade students understand the dangers and impact of racism, prejudice, and bigotry.

Antisemitism should be spelled as one word, as this is consistent with more recent scholarly practice. More recent state standards including Florida's social studies standards use this spelling as a single word. See https://www.adl.org/spelling accessed 2/16/2022.

High School Civics, p. 42, C.9 Analyze factors that influenced the Founding Fathers and the formation and development of the government of the United States, **Add:** "g. Evaluate the fundamental principles and concepts of the U.S. government including Creator-endowed unalienable rights of the people, due process, equal justice under the law, equal protection, federalism, frequent and free elections in a representative government, individual responsibility; individual rights, limited government, private property rights, popular sovereignty, right to privacy, rule of law, the supremacy clause, separation of church and state, and the separation of powers with checks and balances."
Comments: The separation of church and state should be added to this list of fundamental principles and concepts of the U.S. government. This principle is not explicitly discussed elsewhere in the standards and it fits nicely in this strong standard.

This idea, innovative in its time, is an idea foundational to the founding of the United States. The separation of church and state is enshrined in the Establishment Clause and Free Exercise Clause of the First Amendment, and this principle is reflected in the Bill of Rights' protection of the individual's freedom to practice the religion of their choice.

The oppressive nature of state established churches and religious persecution by dissenters was a major historical factor in the early settlement of the colonies (see standards 6.9.a.-c.). These experiences led the U.S. founders to include the separation of church and state in U.S. law.

The many different religions practiced in Louisiana reflect the separation of church and state and how many groups sought freedom of religion in the state.

Including separation of church and state in this standard helps students understand the important role it played in the experience of the founders, the type of government they went on to create, and the continued importance of the freedom of religion today.

High School Civics, p. 44, C.13 Analyze the issues of foreign and domestic policy of the United States, **Retain:** "f. Describe the development of and challenges to international law after World War II and the Holocaust."
Comments: We strongly recommend retaining this excellent high school civics standard. World War II and the Holocaust were pivotal in the reshaping of international law in the second half of the 20th century and they continue to contribute to contemporary international jurisprudence. As the National Council for the Social Studies notes: "The savagery of two world wars, the atrocities of the Holocaust, and the rising demands for decolonization led to a flowering of human rights and humanitarian standards in the mid-20th century. From the early 1940s, the United States provided leadership in the development of international laws, standards and principles for the protection of human rights and codification of humanitarian standards in armed conflict."

High School United States History, p. 47, US.10, **Retain:** "Explain the founding and development of the New England, Middle, and Southern colonies……c. Analyze the religious, philosophical, and historical factors that influenced life in the colonies during the 1700s and the development of colonial governments and the United States of America, including Ancient Greece, the Roman Republic, ~~the~~ Judeo-Christian tradition<u>s</u>, English tradition of rule of law including the Magna Carta, the Enlightenment movement, including the ideas of John Locke such as rights to life, liberty, and property, and the Great Awakening."
Comments: This excellent high school history standard should be retained as it offers strong support for student understanding how ideas shaped the founding and development of the American colonial world.

We recommend using the plural "Judeo-Christian traditions" in order to acknowledge that Judaism and Christianity are two different traditions, and that within each religion there are multiple traditions. As currently written in the singular, the term ignores important theological differences between the two traditions and might lead students to think of Judaism as a complement to Christianity, rather than a rich and

living religion in its own right. Alternatively, the standard could be worded “Jewish and Christian traditions”.

High School United States History, p. 50, US.17, **Retain**: “Describe the economic and social development of the United States in the late 19th and early 20th centur~~y~~ies and its emergence as a major world power. c. Explain push and pull factors for people who immigrated to America in the late 19th and early 20th centur~~y~~ies and the extent to which they assimilated including their challenges and contributions.”
Comments: Retain this strong standard on the “New Immigration" of the era 1880-1924. The mass migration to and industrialization of the United States in this period propelled America into its role as the world’s preeminent democracy. Studying turn-of-the-20th-century mass migration will also help support student understanding of the evolution of American culture to the present so it should be retained.

Since the standard is referring to two centuries (19th and 20th), the change to plural would improve the grammar and readability of these sentences.

High School United States History, p. 52, US.21, Explain the causes, course, and consequences of World War II. **Retain**: “US.21.j Explain the use of violence and mass murder as demonstrated by the Nanjing Massacre, the Holodomor, the Holocaust, and the Bataan Death March and the treatment of U.S. prisoners of war.”
Comments: This high school U.S. History standard on WWII is strong and should be retained. The coverage of major instances of mass murder and genocide in the 1930s and 1940s will provide students with the full story of this era. Studying the legacies of genocides helps students understand human rights, international conventions and law, conventions on the treatment of prisoners of war, genocide prevention, and the need for action today.

High School United States History, p. 52, US.21, Explain the causes, course, and consequences of World War II. **Retain and change spelling**: “US.21.k Analyze the Holocaust, including the suspension of basic civil rights by the Third Reich, concentration camp system, ~~anti-Semitism~~ antisemitism, persecution of Jews and non-Jews, Jewish and non-Jewish resistance, the role played by the United States in liberating Nazi concentration camps, immigration of Holocaust survivors, and the Nuremberg trials.”
Comments: This excellent standard covers the causes, course, and consequences the Holocaust and should be retained. Tracing the genocide of the Holocaust from earlier antisemitism, to the Nazis’ racist ideology, to the Nuremberg Laws restricting civil rights, to the concentration camp system will show how prejudice can escalate to genocide. This strong U.S. History standard will help students understand the dangers and impact of racism, prejudice, and bigotry.

Antisemitism should be spelled as one word, as this is consistent with more recent scholarly practice. As noted above, more recent state standards including Florida’s social studies standards use this spelling as a single word. See https://www.adl.org/spelling accessed 2/16/2022.

High School World History, p. 56, WH.11 **Retain**: “Analyze the development of political and social structures throughout the world from 1300 to 1600. a. Analyze how various religious philosophies have influenced government institutions and policies from 1300 to 2010.”
Comments: The wording of this strong high school world history standard should be retained because religious philosophies played a large role in the development of Western political thought and jurisprudence. For example, Judaism’s legal traditions left a lasting impact on government institutions and policies by spreading the ideas of the rule of law, trial by jury, the need for witnesses, and equality before the law.

High School World History, p. 56, WH.13, **Retain**: “Analyze the origins, consequences, and legacies of genocides that occurred in world history from 1914 to 2010.”
Comments: This important standard covering genocide broadly should be retained as it encourages the coverage of the Armenian genocide, the Holodomor in Ukraine, the Holocaust, and the genocides in Cambodia, Serbia, and Rwanda. Studying the legacies of genocides, helps students understand human rights, international conventions on human rights, prevention, and the need for action today.

High School World History, p. 56, WH.14, **Retain:** “Analyze the causes of decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945 to 2010.”
Comments: This strong standard should be retained because the major topic of post-World War II independence movements should be covered in world history. About three dozen new states became independent between 1945 and 1960, with more in the following decades.

High School World History, p. 57, WH.26, **Retain: “**Analyze the causes and effects of the movement of people, culture, religion, goods, diseases, and technologies through established systems of connection.”
Comments: This clear and concise world history standard covers the movement and diffusion of people, culture, and ideas, and includes the important aspect of religion. The academic study of the history and movement of religions is central in world history, and provides context and background for many world history events and trends, therefore this standard should be retained.