

Public Input Template–2020 Ethnic Studies Model Curriculum May 2019 Draft

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to ethnicstudies@cde.ca.gov. You may contact Kenneth McDonald, Education Programs Consultant, at kmcdonal@cde.ca.gov with any questions regarding this template or the public input process.

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
<p>General</p> <p>Chapter 1: Introduction and Overview Why Teach Ethnic Studies?</p>	<p>Craig Lewis Teaching & Learning Dept. Glenale USD</p>	<p>I applaud this exemplary work. The vision is compelling and the topics and themes integrate well with the 2016 H-SS Framework. I will add some commentary that I intend as complementary rather than as an alternative.</p> <p>Grade 9 pp. 310 to 314 of the 2016 H-SS framework provides guidance for ethnic studies. For example:</p> <p><i>"Because of the interdisciplinary nature of this field, ethnic studies courses may take several forms. However, central to any ethnic studies course is the historic struggle of communities of color, taking into account the intersectionality of identity (gender, class, sexuality, among others), to challenge racism, discrimination, and oppression and interrogate the systems that continue to perpetuate inequality. From a history–social science perspective, students may study the history and culture of a single, historically racialized group in the United States. Examples may include a course on African American, Asian American, or Chicana/o and Latina/o history."</i></p> <p>My general belief regarding most or all of the Grade 9 H-SS topics in the Framework is that these are intended, ideally, to inform, imbue and continue throughout the H-SS curriculum in Grades 10-12 (and 6-8, K-5). As examples, Ethnic Studies, Women’s Studies, Geography, World Religions, Anthropology, Sociology, Humanities, etc., are not 9th grade one-and-done topics, but rather support and inform World and US History, Economics, and Government. After all, we are not teachers of Subject <i>Content</i> but rather teachers of students - <i>Inquiry, Literacy, Citizenship</i>. By and large, though there have been huge improvements, we are still guilty of teaching H-SS through a Euro-Centric and Male-Centric lens. I believe that we must integrate all of these topics throughout the fabric of <i>all</i> H-SS content. It's an ecosystem, everything connects, and yet, so often, we still insist on silos.</p>