

From: Cynthia Chang

Sent: Friday, November 13, 2020 7:06 AM

To: Shanine Coats; Mary Nicely; Ethnic Studies; Superintendent; IQC

Cc: Karen Korematsu; Edward Chang; Natalie A. Tran [email redacted]; Vaishali Sirkay; APISBMA_Board

Subject: [EXTERNAL] Fwd: APISBMA Public Comment to Table of Submitted Line Edits

Hello Shanine,

Thank you for your guidance on the Ethnic Studies Model Curriculum editing process. On behalf of APISBMA (Asian Pacific Islander School Board Members Association), I would like to submit these comments as proposed edits in the following categories:

Attachment D: Overview of Submitted Lesson Plans

Attachment C: Table of Submitted Line Edits

Chapter 3

Appendix B

We have also included attachments at the end of this email for your reference. Thanks so much for your help. Please let me know if you have any questions.

Cynthia Chang, President

Asian Pacific Islander School Board Members Association

#	Source	Chapter, Page, and Line Number(s)	Proposed Edit	CDE Notes
x	11-13-20 Chang, Cynthia (APISBMA)	Attachment D: Overview of Submitted Lesson Plans	Change title of lesson plan "Indian American Diaspora, Myths of the Model Minority" to "Indian Americans: Creating Community and Establishing an Identity in California"	[CDE Recommends]
x	11-13-20 Chang, Cynthia (APISBMA)	Attachment D: Overview of Submitted Lesson Plans	Change the source of the lesson plan "Korean American Experiences and Interethnic Relations" and "Vietnamese American Experiences – The Journey of Refugees" to Cynthia Chang, APISBMA	[CDE Recommends]
x	11-13-20 Chang,	Chapter 3, page 17, lines 24-25	Add sentence, "The Asian Americans and the Model	[CDE Recommends]

	Cynthia (APISBMA)		Minority Myth lesson plan addresses pan-AAPI identity."	
x	11-13-20 Chang, Cynthia (APISBMA)	Chapter 3, page 20, line 29	Delete, "While the Ethnic Studies Model Curriculum does not endorse any particular field or subfield over another,"	[CDE Recommends]
x	11-13-20 Chang, Cynthia (APISBMA)	Chapter 3, page 21, line 1	Add sentences, "We recommend including the Asian Americans and the Model Minority Myth lesson plan as a foundational course to build Asian American and Pacific Islander Studies and Ethnic Studies courses. The lesson plan is a staple for how all students may understand the racial formation and racialization of Asian Americans and Pacific Islanders, and to guide teachers on how to build inclusive courses on a pan-ethnic identity."	[CDE Recommends]
x	11-13-20 Chang, Cynthia (APISBMA)	Chapter 3, page 21, line 2	Change to, "Ethnic studies educators and administrators are also encouraged to consider student demographics, needs, interests, and current events when crafting a course or lesson, as this may help determine what iteration of the field will be most useful for the class."	[CDE Recommends]
x	11-13-20 Chang, Cynthia (APISBMA) <i>Attachment</i>	<i>Appendix B, page 111</i>	<i>Change and replace the submitted lesson, "Asian Americans and the Model Minority Myth" to the Asian American and Pacific Islander section, with edits</i>	[CDE Recommends]
x	11-13-20 Chang, Cynthia (APISBMA) Attachment	Chapter 3, page 22, line 20	Add section, "Comparative Race and Ethnic Studies Comparative Race and Ethnic Studies covers the interconnected histories, cultures, and relationships among people of different races, ethnicities, and faiths. While other sections within Ethnic Studies often focus on a single group of people,	[CDE Recommends]

			<p>Comparative Race and Ethnic Studies seeks to take a more intersectional approach to understanding the complexities of race and racism in the United States of America and beyond.</p> <p>This course challenges students to think, discuss, and critically analyze the intersection of race, ethnicity, culture, gender, socioeconomic status, and sexuality, just to name a few. This course can explore the concept of intersectionality for people of color. Often courses and lessons will focus on the concept of racism without considering the multitudes of identities and struggles held by a person or community of color. These communities are not only experiencing systemic racism, but also economic disenfranchisement, lack of opportunities, or even physical space to call their own.</p> <p>This course can provide students the underlying context of how and why communities of color create alliances and coalitions to organize against oppression in any form. Students are exposed to not only the causes of intersectional oppression, but also what it means to resist systemic racism. Ultimately, this course considers the wider impact of race and racism on all oppressed communities. This course can explore a wide swath of topics that have affected oppressed communities including but not</p>	
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			limited to the Third World Liberation Front, 1992 LA Civil Unrest/Uprising, anti-Semitism, the unique experiences of people from the Caucasus and West Asia regions, intersectionality, anti-Muslim hate crimes, multi-ethnic alliances and coalitions, and the political uncertainty/limbo of people in U.S. territories."	
x	11-13-20 <i>Chang, Cynthia (APISBMA)</i>	Appendix B, page 2	Add section, "Comparative Race and Ethnic Studies"	[CDE Recommends If this edit is approved, CDE will make the change throughout the document.]