

From: Liang-Fang Chao

Sent: Wednesday, September 30, 2020 10:21 PM

To: Ethnic Studies; IQC

Subject: [EXTERNAL] Comparison of Guiding Principles Between the Draft ESMC and LAUSD Curriculum

A side-by-side comparison below could help us understand the difference between the regular Ethnic Studies course versus the one drafted in the ESMC (so-called "Critical Ethnic Studies").

The content below is included in this blog article:

<https://better-ethnic-studies.blogspot.com/2020/09/comparison-of-guiding-principles.html>

The comments sent in by Better Ethnic Studies are based on this comparison. Thus, I am including it here for your reference and record.

I hope you include such a comparison table in the Model Curriculum as resources for the teachers.

Regards,

Liang Chao

Better Ethnic Studies

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The Ethnic Studies course has been taught in Los Angeles Unified School District (LAUSD) for many years. Their Guiding Principles are more closely aligned with the current "History-Social Science Framework for California Public Schools", adopted in 2016. Here are documents for Ethnic Studies from LAUSD:

- "Guiding Principles for Ethnic Studies and Related Courses", LAUSE, 2017:
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Principles%202017.pdf>
- "Ethnic Studies Guidance on Social Justice", LAUSD, 2017:
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Social%20Justice%202017.pdf>
- "Access and Equity Pedagogy Principles for Ethnic Studies", LAUSD, 2017:
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Access%20and%20Equity%202017.pdf>
- Elements of a Balanced Ethnic Studies Curriculum, LAUSD, 2017:
<https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Balance%202017.pdf> (Content from this document is not included in the table below.)

The Guiding Values and Principles of the draft ESMC are listed in Chapter 1 of ESMC.

- The 7 Principles are extracted here: <https://better-ethnic-studies.blogspot.com/2020/09/reference-guiding-principles-aug-2020.html>
- Source: <https://www.cde.ca.gov/ci/cr/cf/esmc2ndfieldreview.asp>

A side-by-side comparison below could help us understand the difference between the regular Ethnic Studies course versus the one drafted in the ESMC (so-called "Critical Ethnic Studies").

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Comparison of Guiding Principles Between Draft ESMC and LAUSD Curriculum

	So-called "Critical" Ethnic Studies	Regular Ethnic Studies (closely aligned with History-Social Science Framework for California Public Schools, 2016)
	ESMC Guiding Principles	LAUSD Guiding Principles
G1	#2 celebrate and honor Native People/s of the land	The course examines the experiences, histories ,

	<p>and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;</p>	<p>struggles and victories of ethnic and cultural groups...</p>
G2		<p>The course examines how race and ethnicity have been constructed in the United States, have changed over time, and continue to shape the country today (History-Social Science Framework for California Public Schools, 2016).</p>
G3	<p>#4 critique empire-building in history and its relationship to white supremacy, racism [17] and other forms of power and oppression. [17]: As well as patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism</p> <p>#3 center and place high value on the pre-colonial, ancestral knowledge [16] of Native people/s and people of color that is typically marginalized in society; [16] As well as indigenous, diasporic, and familial</p>	<p>The course will teach students to understand the concepts of intersectionality, power, privilege and/or oppression in relation to:</p> <ul style="list-style-type: none"> • Their own **identities as human beings and acknowledging their ancestral roots. • The complexity and diversity of the American experience.
G4		<p>To establish the context of Ethnic Studies and related courses, the course will include aspects of the history of Los Angeles and American Indians native to the Southern California region.</p>
G5		<p>The course concentrates on building the capacity of students to interact effectively in a culturally diverse society. As culturally competent persons, students can assess their own cultural orientation, value diversity, manage the dynamics of differences</p>

		and adapt to diversity (Lindsey, 2013).
G6	#1 cultivate empathy, community actualization, cultural perpetuity[15], self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;	The course emphasizes mutual respect, dignity, and self-worth of all students, while also acknowledging that students begin the course with intellectual assets, knowledge of their culture and that they are sources of community wealth.
G7	#6 connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy	The course will teach students about social justice and social responsibility , and to understand that they can become agents of change at local, state, national, and global levels.
G8	#5 challenge imperialist/colonial [18] beliefs and practices on multiple levels[19] [18] and hegemonic [19] Ideological, institutional, interpersonal, and internalized	The course will teach students to examine colonialism, its significance historically, and its significance to their own ancestral legacies.
G9		The course will develop student perspectives and modes of thoughtful judgment designed to extend critical thinking(History-Social Science Framework for California Public Schools, 2016, p.744).
G10		The course will include curriculum, resources, and materials, including a balance of topics, authors, and concepts , including primary and secondary sources that represent multiple, and sometimes opposing, points of view or perspectives (History-SocialScience Framework for California Public Schools, 2016).
G11	#7 conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective	

	narratives of transformative resistance, critical hope, and radical healing.	
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	ESMC Draft	LAUSD Guidance on Social Justice
S1	Comment: No such emphasis on the awareness of change of definition over time	“Students will become aware of the constant themes of social justice and responsibility, while recognizing these are defined differently over time ” (History-Social Science Framework for California Public Schools, p. 420).
S2	Comment: No such emphasis on “depth of understanding” or “scientific inquiry” rather than “promoting specific political activism, demonstration, protest or the like”.	An ethnic studies course should provide students with depth of understanding in relation to ethnic and social issues, rather than promoting specific political activism, demonstration, protest or the like. Ethnic studies is a scientific inquiry of ethnic groups and their interrelations (Yang, 2010, pg. 14)
S3	Comment: No such emphasis to advocate with existing system and through nonviolent activities.	Should include examples of civic engagement (e.g., voting and other peaceful social justice activities) and the impact they have had on United States history. Students who are considering volunteering, social justice activities, community engagement, etc., should consult with their school teacher/advisor and parents/guardians to evaluate that the activities are lawful, peaceful, and nonviolent.
S4		“Whenever possible, should [create] opportunities for

		participation and for reflection on the responsibilities of citizens in a free society” (History-Social Science Framework for California Public Schools,2016,p. 19).
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		<u>Access and Equity Pedagogy Principles in LAUSD</u>
A1		Attend to the varied student populations in the classroom by embracing diversity as an asset for engaging in rich and rigorous instruction. Ethnic studies is inclusive of students and families from a wide range of cultural, ethnic, sexual orientation, race, class, gender, socioeconomic, linguistic, and ability backgrounds.
A2		2. Explicitly teach the academic skills, habits of mind, and rhetorical strategies that are employed when engaging in reading, writing, speaking, and thinking in the area of ethnic studies. Ethnic studies teachers should expose students to a variety of instructional practices and techniques designed to assist students in identifying the strategies and appeals employed in text or visual media. Effective instruction embeds the critical aspects of thinking in the history/social science and literature disciplines, including explicit modeling and practice with sourcing,

		contextualizing, and corroborating evidence (Wineburg 1991, Seixas 2009, De La Paz 2013).
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REFERENCE:

- REFERENCE: Guiding Principles from the Aug 2020 Draft and the May 2019 Draft of the Ethnic Studies Model Curriculum: <https://better-ethnic-studies.blogspot.com/2020/09/reference-guiding-principles-aug-2020.html>
 - Source: <https://www.cde.ca.gov/ci/cr/cf/esmc2ndfieldreview.asp>
- Here are documents for Ethnic Studies from Los Angeles Unified School District (LAUSD):
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- Ethnic Studies Guidance on Social Justice in LAUSD, 2017: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Social%20Justice%202017.pdf>
- Access and Equity Pedagogy Principles for Ethnic Studies in LAUSD, 2017: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Access%20and%20Equity%202017.pdf>
- Elements of a Balanced Ethnic Studies Curriculum in LAUSD, 2017: <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Balance%202017.pdf> (Content from this document is not included in the above table. Included here for easy access.)