

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto:kmcdonal@cde.ca.gov) with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
<p>[Enter the Chapter Number here, or just “General” for a comment that applies to the entire document.]</p> <p><i>General comment</i></p>	<p>[Enter Your Name]</p> <p><i>Kristia Castrillo</i></p> <p>[Enter the agency, organization, or business that you represent, if applicable.]</p> <p><i>Classroom teacher, English department, Balboa High School, San Francisco Unified School District (SFUSD)</i></p>	<p><b>[Include the page and line number(s) here—Write your comment here]</b></p> <p><i>I am truly inspired by 2020 Ethnic Studies Model Curriculum being presented here. I am excited to see the Ethnic Studies program grow within your school district, as those of us in San Francisco Unified School District (SFUSD) have been doing the same work in our city. As a long-time teacher, I have seen the short and long term impacts of Ethnic Studies curriculum on students and community here in SFUSD. Ethnic Studies theory provides an impressive level of academic rigor for teachers to work with. Our students have been incredibly prepared for college. They often return to tell me that their exposure Critical Liberation Theory, Critical Literary Theory (also known as Critical Lenses), and learnings about systems of oppression, have greatly benefited them within their first year in college. They find that they are not only prepared, but able to engage in the work with a degree of confidence that many of their peers were not.</i></p> <p><i>I am an English teacher by training, but in the past I have also taught English as a Second Language, Social Studies, and Ethnic Studies. I have seen how Ethnic Studies frameworks provide a foundation through which young people can truly</i></p>

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		<p><i>come to understand themselves and view their own personal, familial, cultural, and national histories from critical perspectives. I find that they practice deep introspection, they circumnavigate history and current events – asking how each side might be implicated, affected, and contributing to the issue.</i></p>
		<p><i>(continued...)</i></p> <p><i>In particular, I want to commend the effort to include our Arab and Arab-American students in the curriculum precisely because they are so often not included and misrepresented in our school books and texts to this day. I am actually part of a current review board to diversify the list of official texts taught in SFUSD high school literature classes as of last school year. We are making a serious effort to pay attention to identity groups and histories that are often missing. One such group is the Arab diaspora. I am proud to say that amongst the many texts we have been reviewing are a range of authors that identify as Arab, of mixed-Arab descent, female-bodied, LGBTQQI, Muslim, and stories that talk about the complexity of all these identities precisely because the Arab community is as diverse as any other, nor is the Muslim community easily boxed in. We have the opportunity as school districts in California to truly be at the forefront of a movement to create safe, just, classrooms where intellectual curiosity encouraged and intellectual discomfort can make room for genuine learning. This is the challenge: to make schools that teach to the diversity of our student body, but without shying away from taking a stand for equal human rights and humanization of all people. This means that the teaching and the texts selected for our humanities classrooms should actively challenge stereotypes and simplistic retellings of history.</i></p> <p><i>I hope that your school district elects to move forward with the inclusion of Ethnic Studies as outlined in the curriculum proposed and I look forward to seeing how our school districts can collaborate in the future!</i></p>

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