

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.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Title and Grade Level: Redlining Real Estate in Communities, 9–12	Joyce Clarke (Adult Literacy Tutor for Riverside Library) (Grant writer for arts and education nonprofits in L.A.)	My comments are general, after only reading lesson samples 1 and 2, which I was happy to see how well thought out and comprehensive they were. 1. As a grant writer I work with agencies whose mission is at-risk youth (African American and Latino mostly and foster care youth). In samples 1 and 2, my foster care youth will not be able to relate any experiences, as 90% grow up in many group homes or non-family foster homes. Recent immigrants may find redlining a “foreign” concept. My point is not the subject matter, but that when educators use any subject theme, they will be careful to be sensitive to the experiences of their students as well as their culture.
Sample Lesson 2 Title and Grade Level: Systems at the Root, 9–12 POWER	Joyce Clarke (Adult Literacy Tutor for Riverside Library) (Grant writer for arts and education nonprofits in L.A.)	2. Regarding the Committee, I reviewed the list in the hopes of seeing how diverse the members were, because the assumption is each would bring their personal experiences to the Ethnic Studies model. Last names are not a true indicator. Perhaps I should have read further to find out the nationality of the committee, or can you reveal ethnicity, so we know that the committee members are a true melting pot of the 6 or 7 ethnic groups being served. 3. A lost art of the segregated South of the 30’s was debate teams (see the movie The Great Debaters – Denzel Washington), which were also

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		<p>prevalent in my 1970s college days. Don't know what is going on now, but debates are a great device to bring divergent groups together to work in unity and for a common cause. Perhaps this element can be added to one of the lesson samples, if it has not already.</p> <p>4. Finally, kudos to returning ethnic studies to the classroom, I minored in Black History in college. If implemented, classrooms and schools will see a paradigm shift to calmer, friendlier, more tolerant students as they begin to understand and work with peers for the greater good, rather than intolerance.</p> <p>5. Thank you for opening this opportunity up for general input.</p>