

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)
<i>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i>	Eileen Ingenthron Oakland Public Schools Teacher of History Bay Area Writing Mentor Teacher Mentor Teacher	<i>[Include the page and line number(s) here—Write your comment here]</i> Glossary and Bibliography – lists Islamaphobia but does not include anti-semitism– please include anti-semitism

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Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc	Eileen Ingenthron Oakland Public Schools Teacher of History Bay Area Writing Mentor Teacher Mentor Teacher	The ethnic studies curriculum states as its goal to encourage cultural understanding and then sets up specific studies that do not represent both sides of an issue or that create unsubstantiated links as in Palestine-Mexico as similar. The curriculum does not appear to have much to say about oppression of the Jewish people, historical prejudice, anti-semitism

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<ul style="list-style-type: none">• Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities.		<p>So, one possibility would be to build a world in which understanding and empathy based on ‘walking a few steps in another’s shoes’ develops from students being presented with the value of multiple cultures and perspectives. Is that happening in this curriculum? It appears to have a bias, to not embrace everyone as having value.</p>

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<ul style="list-style-type: none">Engage pedagogies that allow for student and community responsiveness, validate students' lived experience, and address socioemotional development;		Validating student experiences is a stated goal. Yet some groups of students seem left out

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<ul style="list-style-type: none">• Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.		<p>My current understanding of the ethnic studies curriculum is that there is an agenda, that the view of oppressed peoples and cultures is a biased one, that both sides are not represented, that there seems to be no goal of building understanding to promote peace and well being but instead seems created to create distrust and promote stereotypes that have contributed to the persecution of certain cultures</p>