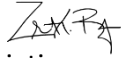




September 18, 2019

TO: Dr. Stephanie Gregson, Executive Director  
Instructional Quality Commission

FROM: E. Toby Boyd, President   
California Teachers Association

RE: Draft Ethnic Studies Model Curriculum

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Thank you for giving the California Teachers Association (CTA) the opportunity to submit comments on the 2019 draft of the Ethnic Studies Model Curriculum. CTA recognizes that this is a historic opportunity for the students of California. We appreciate the work of the educators who served on the advisory committee, as well as the coordination and direction of the Instructional Quality Commission (IQC) and the Superintendent of Public Instruction. CTA believes that within this work, the integrity of an Ethnic Studies Model Curriculum must be maintained; the outlined process of review and feedback should be allowed to continue; and members of the advisory committee must be included for their input in the revision of the draft.

CTA brought together a subcommittee of educators who serve on our Curriculum and Instruction Committee and our Civil Rights in Education Committee to review the initial draft. Thanks to the meticulous and studious work of this subcommittee, CTA provides the following comments to the IQC to help frame and inform the next draft.

Overall, the subcommittee felt that the first draft of the Ethnic Studies Model Curriculum was a good start to provide the necessary focus and tools for teachers to use the model curriculum as a guide in developing and integrating what is needed to provide a multi-dimension approach to the history of marginalized and under-represented ethnic groups in American history. There are many good components of the draft, and we feel that it represented what was outlined in AB 2016 and Ed Code Section 51226.7. Specifically, as stated in the Ed Code, the draft curriculum offered consideration for providing Ethnic Studies as a stand-alone course or an integrated course that includes other subjects. Throughout the model curriculum, the draft provided resources that teachers could use in developing their own curricular focus tailored to their school community, histories and student population. Chapter 3 included sample course outlines that included individually developed outlines and one that met the University of California A-G requirements.

The subcommittee focused heavily on Chapter 1 of the draft curriculum because educators felt the introduction and overview lay the foundation for the focus of a model curriculum. By framing the context and the “why” for teaching and including Ethnic Studies in the development of their curriculum, teachers are enhancing the education outcomes not only for students of color, but for all students. The history of Ethnic Studies is important so that people can understand why this course is a necessity. It is, therefore, most important that the introduction of this chapter explains the purpose for the model curriculum. The explanation for the model curriculum on pages 11-12, lines 254-286 should be at the very beginning of Chapter 1 as part of the introduction.

The alignment of the model curriculum to other curriculum and frameworks developed by the California Department of Education (CDE) is also important to state within the model curriculum. Although it might have been more challenging to align a curriculum with dual purposes – a stand-alone and an integrated one – the use of the other CDE-adopted frameworks as a template might be helpful for teachers since they have already been introduced to other frameworks in ELA/ELD, Math, and History-Social Science. Each of these frameworks has a chapter on Access and Equity, which is noticeably absent in the Ethnic Studies Model Curriculum. The legal requirements under the Fair Act should also be explained so that the contributions of the LGBTQ ethnic minority community is not lost. To add to its utilization, the subcommittee also wondered about adding a bilingual/biliteracy component.

While some of the content in the draft followed more of a higher education syllabus approach and/or was research oriented, other parts of the framework seemed simplistic or not well thought out. We also recognize the time frame the advisory committee had to work with and that three, two-day meetings is not adequate time to fully develop in-depth work on all ethnic groups and their histories. We hope to see some sections like the Native American section include deeper content on the history of indigenous peoples of America. This should also include Alaskan Natives and Pacific Islanders. Similarly, the section on Asian American Studies does not represent the diversity of the Asian race and the many issues affecting the immigration of Asian groups to this country.

Formatting and consistency are other areas that the subcommittee noted. While we understand the final product will look much different than the draft, the subcommittee noted that the use and explanation of the “X” should be explained at the very beginning of the model curriculum if it is going to be used consistently throughout the guide. Some educators were confused by its usage early in the guide without the background explanation found on page 77. Additionally, the subcommittee wondered whether the “X” needed to be used throughout the entire document or only in the Chicana/o/x or Latina/o/x Studies Course Outline. Call-out boxes have been used in other frameworks to demonstrate a key concept or idea. It might also be helpful to have an Ethnic Studies practitioner talk about how to connect subject-matter content like American literature or science with Ethnic Studies. As the subcommittee members are all practitioners, they look for a guide that is practical and easy to use. They suggest that topics and main headings be highlighted so that the eyes can quickly focus on the content that they seek.

Finally, the following is an annotated list of recommended changes by page and line number for chapters 1 and 2:

**Input from the California Teachers Association on the Ethnic Studies Model Curriculum May 2019 Draft**

<b>Chapter</b>	<b>Page</b>	<b>Line(s)</b>	<b>Comments/Recommendations</b>
1	2	28-30	Add anti-Semitism. Delete “Native Peoples and people of color.” Add “experiences of all people.”
1	3	73-74	Change “delete” to “all”. Put a period after “students” and delete “of color and white students.”
1	3	77	Run-on sentence. Put a period after “Studies.”
1	10	223-224	Add Economics, Government or Civics, Sociology, and Psychology.
1	11	253	The section about the Model Curriculum and how it came to be should be at the very beginning of this draft as the Introduction explaining the “why” of this model curriculum.
1	13	299-300	Put a period after “participants.” Delete “especially Native Peoples and people of color.”
1	16	387-390	Adding sensitivity training is key, but how will educators get this training or even resources to support this work?
1	16	389	Add “sensitivity” before “training.”
1	17	412	Add a new sentence: To begin the cycle of inquiry, units should begin with an activity that activates schema. An easy activity might start with a “quick write” such as completing a sentence stem.
1	17	418	Add a sentence after the word “content.” “Another approach is to encourage using a project-based learning model where students can explore interdisciplinary content.
1	18-19	431, 441-442, and 460	The key concepts noted in these lines should be bolded or underlined to call attention to these areas: <b>citizenship, community engagement/ action project, and intersectionality.</b>
1	19	469	Add after “Stressing Literacy”, “and the Use of 21 <sup>st</sup> Century Literacy.”
1	22-23	531 and 560	Flip the two titles. Start first with “Guidance and Support” for effective preparation and then “In-Class Community Building.
1	22	546	Start the line with “21 <sup>st</sup> century...”
1	22	549	Add new sentence: Adding the Ethnic Studies dimensions makes it relevant for all students.
1	22	550	Add a statement prefacing that these activities need to relate to the relevancy of the activity or experience to promote reflection or self-discovery.
1	22	557	Insert after “can give”, “ELL and LTEL” students.
2	1	18-25	Rather than separate out Pacific Islanders and Arab Americans into different sections, they should be included in the core group of Asian Americans.

Chapter	Page	Line(s)	Comments/Recommendations
2	Starting with pg. 154	3123	This model/sample lesson needs some background building and literacy strategies.
2	2-3	56-57	Add before “Themes”, “Project based learning is way to introduce themes that also allows students...”
2	155	3161-3170	Build out the vocabulary section with suggested literacy strategies. Add a component on how to build out the vocabulary for Els.
2	156	3171-3174	Provide a structured lesson/strategy that encourages deeper academic discussion. Possible structure could be a jigsaw or philosophical chairs.
2	160	3282-3286	Add as a culminating assessment, students could write their own protest song or identify songs not on the list for analysis. Include suggested accommodations and modifications for Special Needs and EL students.
2	166	3449	Add assessment of learn suggestions for accommodations and modifications for Special Needs and EL students. The level of reading may also include ways to scaffold the reading for students who are struggling readers.
2	169-170	3478-3514	This worksheet needs to be more specific. Is it to be used for analysis and evident collection or is it part of the assessment process?
2	175-76	3640	Be more specific. State the final assessment has students wring a letter writing following the Socratic seminar discussion. Refresh the student’s members that the assignment includes the ELA standards page 171, line 3522 and include Writing standards, W.9-10.4 and W.9-10.9

Thank you for your consideration of CTA’s comments. Just as the Civil Rights Movement started with specific goals in mind, it morphed and expanded to embrace many. When advances are made for one group, it shines the light on other inequities. This too may be the challenge and evolution of an Ethnic Studies curriculum. CTA members look forward to reviewing and commenting on a revised future draft of the Ethnic Studies Model Curriculum.

TB:MF/sb