

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)
Ch 1	Tricia Gallagher-Geurtsen, Chair, Ethnic Studies Advisory Committee, San Diego Unified School District	Page 23, line 560 “Guidance and Support” Might it be helpful to include support for teacher awareness of privilege and ability to recognize both individual and institutional racism, sexism etc. as required for teaching ES as introduced on page 21?
Ch 1	same	Overall, I find the introductory chapter well-written with essential content. However, I wonder if there is a way to reduce some repetition, include more organizational headings, and crystalize it in order to make it shorter and easier to use? For example, framing the entire chapter around key essential questions and big ideas (utilizing Understanding by Design) would strengthen it.

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Ch 2	same	Page 1, line 22. I think given the concerns about minoritized groups that do not fall into the traditional 4 groups, it would be important to underscore and perhaps bring this statement/recommendation to chapter 1?: “More importantly, it can serve as a model for other communities of color who do not see their unique experiences represented in current course offerings and may have an interest in developing their own course.”
Ch 2	same	I assume a table to contents will be included in a later draft for each sample lesson/unit?
Ch 2	same	The variety of units and ethnic groups studied is excellent. The units are written in a teacher-friendly way are engaging, and well-scaffolded for a variety of learners with diverse needs in most cases.

California Department of Education, June 2019