

From: Gary Orfield
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To: Ethnic Studies
Subject: ethnic studies curriculum

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.

General Comment, Gary Orfield

I am a strong supporter of this requirement and see much of great value in the curriculum. I would like to see more focus on the history of civil rights and the parallels and differences in the long and continuing struggle of peoples of color for rights.

UCLA Dept. of Education & Civil Rights Project Children of color in California are attending very separate and obviously unequal schools, usually in separate and unequal communities. They deserve to know the history of why these conditions exist and the struggles, successes and reversals in efforts to change them. They should not be taught only about victories when they obviously live in conditions caused by defeats over time. It would be good to have space to discuss racial and ethnic crises and developments in the news since these are issues that are constantly changing.

I would also like to see more explicit treatment on race relations including relations between each of California's major groups, stereotypes, and on techniques and practices that directly improve relations and created the school conditions for cross racial understanding and collaboration. Black and Indian students in CA, for example, often attend schools with Latino majorities where they are minorities or in some cases, white and Asian majority schools where Black and Latino students are minorities, schools with serious stratification at the classroom level. It would be good to include some instructional strategies that bring students together across those lines to work on common academic questions.

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