

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>	<i>[Enter Your Name] [Enter the agency, organization, or business that you represent, if applicable.]</i>	<i>[Include the page and line number(s) here– Write your comment here]</i>
Chapter 2: Sample Course Models	Leslie Antonette, Ph.D., Professor Emerita Multicultural Pedagogy and American Literature, East Stroudsburg University of Pennsylvania & TC Inland Area Writing Project, UC Riverside	p.3 line 76 White Supremacy is listed as a key principle. The word Privilege might be more accurate as I see that you do address privilege in the sample content. There is an historical value to introducing the phrase “White Supremacy” and perhaps that will lead to discussions of privilege, but because the word “privilege” is au courant it might be more effective to address that language directly.

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Page 2 of 2

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General		<p>This is an ambitious set of documents. I am concerned that it is too emotionally charged to be implemented in the underserved school districts that would benefit most from it. I like the series of feedback loops built into the sample content and emotional responses might be exorcised through them. However, in reality, We – as a nation- do not prepare our teachers for the emotional workload they encounter in their classrooms and I would fully understand if they saw this as just too hot to handle. This curriculum requires teachers that are <i>differently</i> prepared.</p> <p>My work currently focuses on curriculum that would allow our EPPs to produce Emotionally Response-Able teachers. Until this happens the majority of our k-12 teachers will avoid this curriculum like the plague. And, who could blame them?</p> <p>I'm also concerned that grades 9-10 maybe just simply out of reach based on developmental psychologies.</p>