Item 2.A.

Attachment 1

History–Social Science Subject Matter Committee

August 13, 2020

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# Attachment 1: Staff Edits to the Draft Ethnic Studies Model Curriculum

The California Department of Education (CDE) has prepared these recommendations to the draft Ethnic Studies Model Curriculum that are in alignment with statute and the State Board of Education (SBE) guidelines. The CDE recommendations to the model curriculum are summarized as follows:

* Focus on the four core disciplines of ethnic studies: African American Studies, Chicana/o/x and Latina/o/x Studies, Asian American and Pacific Islander Studies, and Native American and Indigenous Studies, while acknowledging California’s diversity and making connections to the experiences of all students
* Organize around four sample themes: Identity, History and Movement, Systems of Power, and Social Movements and Equity
* Restructure the draft in a user-friendly format with language that is inclusive and supportive of multiple users
* Include educator resources for (1) developing the classroom as a safe space to engage in critical conversations, (2) utilizing the *History–Social Science Framework* to make connections to ethnic studies, and (3) customizing the ethnic studies curriculum to connect to the diversity of the classroom

This is not an exhaustive list and does not include minor edits made for grammatical purposes or to add clarity to the narrative.

The overall structure of the draft model curriculum was revised for greater clarity and cohesiveness, and for stronger alignment to the SBE-adopted guidelines (<https://www.cde.ca.gov/ci/cr/cf/ethnicguidelines.asp>). Existing sections from the previous draft were reorganized into the following chapters:

The Model Curriculum (preface)

Chapter 1: Introduction and Overview

Chapter 2: District Implementation Guidance

Chapter 3: Instructional Guidance for K–12 Education

Chapter 4: Bibliography

Appendix A: UC-Approved Course Outlines

Appendix B: Sample Lessons and Topics

Appendix C: Lesson Resources

## The Model Curriculum (preface)

The preface was not present in the June 2019 Draft Ethnic Studies Model Curriculum. The preface was developed to include the language from the authorizing legislation (Assembly Bill 2016), the SBE-adopted guidelines, and previously existing language from Chapter 1 of the June 2019 draft.

* Acknowledgement of the Model Curriculum Advisory Committee.
* Language was added to clarify the intent of the author of Assembly Bill 2016, which authorized the creation of the model curriculum.
* Text from the SBE-adopted guidelines was inserted into the preface.
* This new preface to the document was created using text from the section “The Model Curriculum” in chapter 1 of the June 2019 draft (with modifications).
* The preface includes the focus of the model curriculum on the four core disciplines: African American Studies, Chicana/o/x and Latina/o/x Studies, Asian American and Pacific Islander Studies, and Native American and Indigenous Studies, while connecting to California’s diverse population.

## Chapter 1: Introduction and Overview

The revised chapter 1 was developed to include reorganized and edited language from the June 2019 draft to clarify the need for Ethnic Studies and the structure of this model curriculum.

* Section “Defining Ethnic Studies” was reverted to the March 2019 draft, with modifications. This section was moved to the front of the chapter. Definition language from the *History–Social Science Framework* was added*.*
* References to “hxrstory” and “hxrstorically” were replaced with “history” and “historically.”
* “History & Background” section reverted to March 2019 draft language, with modifications.
* Included ethnic studies principles from the May 2019 draft with slight revisions and included them as ethnic studies values to guide teaching and learning.
* Revised section, “Guiding Principles and Outcomes of Ethnic Studies Teaching for K–12,” with language from the June 2019 draft and public comment
* Section “The Benefits of Ethnic Studies” was kept with minor edits.
* Added new section at the end of the chapter, “The Ethnic Studies Model Curriculum for K–12 Education,” which explains the structure of the document.

## Chapter 2: District Implementation Guidance

Chapter 2 was developed to focus guidance for district and community planning and implementation of an ethnic studies course.

* Section “Key Considerations for District and Site Administrators” from the June 2019 Introduction was moved to start of the new chapter 2. The existing bullets were augmented by additional information gathered during CDE listening sessions and teacher/student focus groups conducted by the Comprehensive Center, Region 15.
* Moved section, “Guide to Developing a Local Curriculum with Ethnic Studies Principles,” from chapter 3 from the June 2019 draft to the new chapter 2.
* Section “Integrating Stakeholders and Community” was moved from chapter 1 of the June 2019 draft to the new chapter 2, with new information added from listening sessions and focus groups.
* Moved section “Selecting Existing Curricula and Instructional Materials” from chapter 3 of the June 2019 draft to the new chapter 2.

## Chapter 3: Instructional Guidance for K–12 Education

Chapter 3 was revised to combine guidance sections from the Introduction of the June 2019 draft, the Introduction to Ethnic Studies thematic course outline from chapter 2 of that draft, and the sample lesson and unit templates from chapter 3 of that draft.

* Added reference and guiding questions from the *History–Social Science Framework* to the start of the new chapter 3*.*
* Moved section “Approaches to Ethnic Studies,” from the Introduction of the June 2019 draft to the beginning of the new chapter 3.
* Added a reference to trauma-informed educational practices.
* Moved text from “Guidance and Support” section from the Introduction of the June 2019 draft to the new chapter 3, along with sections discussing types of ethnic studies courses (i.e., “Stand-Alone Courses,” “Thematic/Comparative Race and Ethnic Studies Approach,” “Integrating Ethnic Studies into Existing Courses,” and “Grade Level.” New text with additional guidance for teachers and administrators about thematic Ethnic Studies courses was added to this section as well.
* Narrative descriptions of courses based on the four core ethnic studies disciplinary areas were added to the “Stand-Alone Courses” section.
* Moved sections “Developing an Ethnic Studies Pedagogy for K–12 Education” and “In-Class Community Building” from the Introduction of the June 2019 draft to the new chapter 3.
* Added language from public comment about selecting literature to the “Identity” section under “Developing an Ethnic Studies Pedagogy for K–12 Education.”
* Added language from public comment about reflective classroom communities to the section “In-Class Community Building.”
* Removed reference to “Privilege Walk” activity. See concurring edit in appendix C.
* The general “Introduction to Ethnic Studies” course outline from chapter 2 of the June 2019 draft was moved to the new chapter 3, with modifications and deletions as noted below. Removed separate course outlines that were not embedded within the course outlines for the core disciplines. Moved some of the lessons and the lists of sample topics to Appendix B.
* Added a new sample theme about Identity to the general Ethnic Studies course.
* Added essential questions to all of the themes.
* Moved the section, “Sample Lesson and Unit Plan Templates,” from chapter 3 of the June 2019 draft to the end of the new chapter 3.
* Deleted the following sections from the lesson template: “Ethnic Studies Values and Principles Alignment,” “Prerequisite Skills and Knowledge,” and “Lesson Modifications/Accommodations for Students with Diverse Needs.” Changed “Key Ethnic Studies Terms and Concepts” to “Key Terms and Concepts.” Changed “Content and Language Objectives” to “Lesson Objectives.”

## Chapter 4: Bibliography

* Deleted the glossary.
* The bibliography from the June 2019 draft became the new chapter 4.

## Appendix A: UC-Approved Course Outlines

The UC Course Outlines are presented as they were received from the University of California Office of the President or directly from the submitting district, to meet the requirement of *Education Code* Section 51226.7.

* Moved the section from the June 2019 draft of chapter 3, “UC-Approved Course Outlines Overview,” to the start of Appendix A.
* Deleted course outline, “Ethnic Studies: U.S. History” (Aspire Public Schools). This course outline has significant problems with the resource links which rendered it unusable. Of the 86 total hyperlinks, 34 do not work, 2 have potential copyright issues, and 7 are behind a paywall or require a purchase to access.
* New course outlines were added, including course outlines provided by the University of California or acquired directly from districts.

## Appendix B: Sample Lessons and Topics

The sample lessons are aligned to the ethnic studies values and outcomes from chapter 1 and the state-adopted standards in history–social science, English language arts and literacy, and English language development.

* To assist educators in lesson planning, a new set of essential questions related to the eight ethnic studies outcomes from chapter 1 was added.
* Most of the sample lessons and the lists of sample topics and historical and contemporary figures from the June 2019 draft were moved to a new Appendix B.

## Appendix C: Lesson Resources

This appendix provides information for educators and administrators on asset-based and culturally relevant pedagogies that focus on the strengths that students bring to the classroom. It is organized into three sections: (1) Sample Safe Spaces and Community Building Activities, (2) Critical Conversation Resources, and (3) Resources for Connecting Ethnic Studies to Local Demographics

* The section on community building activities was moved to a new Appendix C, which was expanded to include additional online resources supporting critical conversations and connecting ethnic studies courses to local demographics.
* Added references and links to additional community building activities.
* Deleted section “Affirmations, Chants & Energizers.”
* Added references to other CDE curriculum documents.

California Department of Education, July 2020