Item 2.A.

Attachment 3

History–Social Science Subject Matter Committee

August 13, 2020

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# **Preface**

## Acknowledgements

The California Department of Education (CDE) acknowledges the Ethnic Studies Model Curriculum Advisory Committee for developing the draft on which this document is built. Committee members Elizabeth Arzate, Dawniell Black, Guadalupe Cardona, Tolteka Cuauhtin, Angie Fa, John Gonzalez, Roselinn Lee, Stephen Leeper, Theresa Montano, Melissa Moreno, Jorge Pacheco, Jr., Jenna Phillips, Aimee Riechel, Samia Shoman, Alphonso Thompson, Allyson Tintiangco-Cubales, and Vicky Xiong-Lor dedicated their time and passion to this groundbreaking project––the first of its kind among the 50 states––and their expertise as educators and scholars is greatly appreciated.

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## The Model Curriculum

### Legislation

Assembly Bill 2016, Chapter 327 of the Statutes of 2016, added Section 51226.7 to the *Education Code,* which directs the Instructional Quality Commission (IQC) to develop, and the State Board of Education (SBE) to adopt, a model curriculum in ethnic studies.

Consistent with the legislation this document will: (1) offer support for the inclusion of ethnic studies as either a stand-alone elective, or to be integrated into existing history*–*social science and English language arts courses; (2) be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community, and encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality and equity, justice, race[[1]](#footnote-2) and racism[[2]](#footnote-3), ethnicity[[3]](#footnote-4) and bigotry, indigeneity, etc., (3) include course outlines that offer a thematic approach to ethnic studies with concepts that provide space for educators to build in examples and case studies from diverse backgrounds; (4) include course outlines that have been approved by the University of California as having met the “A–G” requirements for college readiness, in addition to sample lesson plans, curricula, primary source documents, pedagogical and professional development resources and tools, current research on the field, among other materials; and (5) be developed with the guidance of classroom teachers, college/university ethnic studies faculty and experts, and representatives from local educational agencies.

### Focus on Four Foundational Disciplines

The Ethnic Studies Model Curriculum will focus on the traditional, ethnic studies first established in higher education which has been characterized by four foundational disciplines: African American, Chicana/o/x and Latina/o/x, Native American and Indigenous, and Asian American studies.[[4]](#footnote-5) The focus on the experiences of these four disciplines provides an opportunity for students to learn of the histories, cultures, struggles, and contributions to American society of these historically marginalized cultures which are often untold in U.S. history courses. Given California’s diversity, the California Department of Education understands and knows that each community has its own ethnic make-up and each demographic group has its own unique history, struggles, and contributions to our state. Therefore, under the direction of State Superintendent of Public Instruction Tony Thurmond, this model curriculum has been written to include information on the foundational disciplines in ethnic studies, and affords local educational agencies the flexibility to adapt the curriculum to address the demographics and diversity of the classroom.

This model curriculum includes the more complete telling of history. Ethnic studies courses address race within the context of how white dominated culture impacts racism and other forms of bigotry including anti-Semitism and Islamophobia. Educators can create and utilize lessons rooted in the four foundational disciplines alongside the sample key themes of (1) Identity, (2) History and Movement, (3) Systems of Power, and (4) Social Movements and Equity to make connections to the experiences of all students.

### State Board of Education Guidelines

In 2018, the SBE approved Ethnic Studies Model Curriculum Guidelines based on AB 2016. The guidelines state that the curriculum shall:

General Principles

* Include accurate information based on current and confirmed research;
* When appropriate, be consistent with the content and instructional shifts in the 2016 *History–Social Science Framework*, in particular the emphasis upon student-based inquiry in instruction;
* Promote the values of civic engagement and civic responsibility;
* Align to the Literacy Standards for History/Social Studies within the California *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, as appropriate;
* Promote self and collective empowerment;
* Be written in language that is inclusive and supportive of multiple users, including teachers (single and multiple-subject), support staff, administrators, and the community;
* Encourage cultural understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equality, justice, race, ethnicity, indigeneity, etc.;
* Include information on the ethnic studies movement, specifically the Third World Liberation Front (TWLF), and its significance in the establishment of ethnic studies as a discipline and work in promoting diversity and inclusion within higher education;
* Promote critical thinking and rigorous analysis of history, systems of oppression, and the status quo in an effort to generate discussions on futurity, and imagine new possibilities;

Couse outlines

* Include course outlines that offer a thematic approach to ethnic studies with concepts that provide space for educators to build in examples and case studies from diverse backgrounds;
* Include course outlines that allow for ethnic studies to be taught as a stand-alone elective or integrated into an existing course (e.g., sociology, English language arts, and history);
* Include course outlines that allow for local, state-specific, national, and global inquiry into ethnic studies;
* Have the capability to engage multiple languages and genealogies;
* Engage a range of disciplines beyond traditional history and social sciences, including but not limited to: visual and performing arts, English language arts, economics, biology, gender and sexuality studies, etc.

Audience

* Be sensitive to the needs of all grade levels and incorporated disciplines, providing balance and guidance to the field;
* Engage pedagogies that allow for student and community responsiveness, validate students’ lived experience, and address socioemotional development;
* Be inclusive, creating space for all students regardless of race, ethnicity, class, gender, sexuality, or citizenship, to learn different perspectives.

Administrative and Teacher Support

* Be easy to use both for teachers with educational backgrounds in ethnic studies, and those without such experience;
* Provide resources on professional development opportunities;
* Provide information for district and school administrators to support the Ethnic Studies Model Curriculum and instruction;
* Provide examples of different methods of instruction and pedagogical approaches;
* Provide support for a collaborative teaching model that encourages teachers to work with colleagues across disciplines, further highlighting the interdisciplinarity of ethnic studies;
* Provide support for the use of technology and multimedia resources during instruction;
* Include access to resources for instruction (e.g., lesson plans, curricula, primary source documents, and other resources) that are currently being used by districts.

This model curriculum should not be seen as exhaustive, but rather a guidance document to pair with existing SBE-adopted content standards and curriculum frameworks, including the *History–Social Science Content Standards* (<https://www.cde.ca.gov/be/st/ss/>) and the *History–Social Science Framework* (<https://www.cde.ca.gov/ci/hs/cf/hssframework.asp>), the *California Common Core State Standards in English Language Arts and Literacy* *in History/Social Studies, Science, and Technical Subjects* (<https://www.cde.ca.gov/be/st/ss/>)*,* the *English Language Arts/English Language Development Framework* (<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>)*,* and the *California English Language Development Standards* (<https://www.cde.ca.gov/be/st/ss/>)*.* The *History–Social Science Framework* in particular provides support for the implementation of ethnic studies, including a brief outline of a ninth-grade elective course in the field, and the document overall emphasizes some key principles of ethnic studies teaching and learning, such as diversity, inclusion, challenging systems of inequality, and support for student civic engagement.

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1. Race: the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioral differences. Genetic studies in the late 20th century refuted the existence of biogenetically distinct races, and scholars now argue that “races” are cultural interventions reflecting specific attitudes and beliefs that were imposed on different populations in the wake of western European conquests beginning in the 15th century. [↑](#footnote-ref-2)
2. Racism: a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. [↑](#footnote-ref-3)
3. Ethnicity: an identity marker based on ancestry, including nationality, lands/territory, regional culture, language, history, tradition, etc., that comprise a social group. [↑](#footnote-ref-4)
4. For notes on disciplinary naming, please see Chapter 3. [↑](#footnote-ref-5)