Item 8.A.

Attachment C

History–Social Science Subject Matter Committee

November 18–19, 2020

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# Attachment C: Table of Submitted Line Edits

This table provides a summary of the public comments received during the Second Field Review (September 1–30, 2020) that recommended specific changes to the content in the draft Ethnic Studies Model Curriculum. The table also includes recommendations from the California Department of Education (CDE). The table does not include edits where suggested language was not provided by the commenter, but members of the Instructional Quality Commission (IQC) may take any feedback received from the public and make it an actionable edit by providing language at the meeting on November 18–19, 2020. No edits will be added to the Subject Matter Committee (SMC)’s motion to recommend the draft to the full IQC unless a SMC member moves to add it and the SMC approves the edit through a majority vote of the SMC.

All of the public comments that these line edits came from were provided to the members of the IQC, and are available to members of the public upon request. To request access to the comments, please email ~~ethnicstudies@cde.ca.gov~~. (Link inactive)

The “Source” column contains the file name of the comment as it was posted to the CDE Box.com account, or “CDE” if the edit is being recommended by the CDE. The public comments were presented to the IQC in their original form without editing; the language in the table has been formatted for consistency or to meet CDE web-posting requirements. The source documents may contain additional language justifying each proposed edit. The proposed edits are organized by chapter, page number, and line number. Where possible, suggested line edits have each been given their own entry in the table.

The “CDE Notes” column includes clarifying information, such as when a proposed edit conflicts with another submission. This column also includes recommendations where the CDE believes that the proposed edit, as formulated by the commenter, improves the draft or corrects an error. The CDE notes that other proposed edits raise topics worthy of IQC consideration and that, following IQC consideration and potential revision, may also improve the draft.

| **#** | **Source** | **Chapter, Page, and Line Number(s)** | **Proposed Edit** | **CDE Notes** |
| --- | --- | --- | --- | --- |
| 1 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 2, lines 35–37 | Change to, “Consistent with the legislation this document will: (1) offer support for the inclusion of ethnic studies as a stand-alone elective and/or to be integrated into existing math, science, history–social science, English language arts, and/or other courses…” | Not fully consistent with statute. AB 2016 provides that districts that elect to offer an ES course of study pursuant to this legislation “shall offer the course as an elective in the social sciences or English language arts[.]” |
| 2 | 9-30-20 ICS | Preface, page 3, line 41 (footnote #2) | Change footnote to read, “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 [inventions] reflecting specific attitudes and beliefs that were imposed on different populations in the wake of western European conquests beginning in the 15th century. Race, Human, Encyclopedia Britannica, Audrey Smedley, July 28, 2020 https://www.britannica.com/topic/race-human, accessed 9/1/2020. | **CDE Recommends** |
| 3 | 9-30-20 ICS | Preface, page 3, line 42 | Add a new entry to the sentence to read, “(3) The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities…”  Adjust numbering for the subsequent entries. | **CDE Recommends** |
| 4 | 9-30-20 ICS | Preface, page 3, line 42 (footnote #3) | Change footnote to read, “Ethnicity: an identity marker based on ancestry, including nationality, lands/territory, regional culture, religion, language, history, tradition, etc., that comprise a social group.” | **CDE Recommends** |
| 5 | 9-2-20 Limbrick | Preface, page 3, line 45 | Change to read, “(4) include course outlines that have been approved by the University of California and California State University as having met the “A–G” requirements for college readiness…” | **CDE Recommends** |
| 6 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 3, lines 48–50 | Change to, “(5) be developed with the guidance of classroom teachers, college/university ethnic studies faculty and experts, representatives from local educational agencies, and representation from the ethnic populations referenced directly, where possible.” | **CDE Recommends** |
| 7 | 9-30-20 ICS | Preface, page 3, lines 52–55 | Change to, “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 Asian American and Pacific Islander studies.” | **CDE Recommends** |
| 8 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 4, line 65 | Add sentence, “The adaptations should center on deepening or augmenting, rather than scaling down any of the four disciplines. | [intentionally blank] |
| 9 | 9-30-20 ICS | Preface, page 4, lines 66–69 | Change “anti-Semitism” to “antisemitism.” | **CDE Recommends**  If this edit is approved, CDE will make the change throughout the document. |
| 10 | 9-30-20 ICS | Preface, page 4, lines 66–69 | Add a footnote to the term “antisemitism,” which reads: “Antisemitism is hatred, discrimination, fear, and prejudice against Jews based on stereotypes and myths that target their ethnicity, culture, religion, traditions, right to self-determination, or connection to the State of Israel.” | [Intentionally blank] |
| 11 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 4, lines 66–69 | Change to read, “This model curriculum is a step to rectifying omission of the experiences and cultures of communities within California. Ethnic studies courses address institutionalized systems of advantage, and address the causes of racism and other forms of bigotry including anti-Semitism and Islamophobia within our culture and governmental policies.” | **CDE Recommends**  This edit overlaps with the one above. |
| 12 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 4, lines 69–72 | Change to, “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) Civic Movements and Equity to make connections to the experiences of all students.” | [intentionally blank] |
| 13 | 9-30-20 Lee Hueling Attachment 3 | Preface, page 4, line 72 | Add sentence, “Students equipped with knowledge of the foundational disciplines and key themes should also apply research and analytical skills to examine the social, political, historical, economic, environmental, ethical, and other trends and influences in decision-making within their context and acquire the relevant civic knowledge and skills to take actions to positively inform and/or effect social and policy decision-making at local, state, or national levels.” | [intentionally blank] |
| 14 | CDE | Preface, page 4, line 72 | At the end of the current section, add the following:  “School curricula must not only provide content knowledge, but must also equip students with the tools to promote understanding as community members in a changing democratic society.  When schools help students acquire a “social consciousness”, they are better equipped to contribute to the public good and help strengthen democratic institutions.  The role of our public schools to promote understanding and appreciation of its diverse population must be an essential part of the curriculum offered to every student.  Ethnic studies instruction should be a fundamental component of California public education in the twenty-first century. The proposed Ethnic Studies Model Curriculum helps build the capacity for every young Californian to develop a social consciousness and knowledge that will contribute to the public good and, as a result, strengthen democracy.” | **CDE Recommends** |
| 15 | 9-30-20 ICS | Preface, page 4, lines 74–75 | Change to read, “In 2018, the SBE approved Ethnic Studies Model Curriculum Guidelines based on AB 2016. The following guidelines are based on requirements in the authorizing statute (Assembly Bill 2016, Chapter 327 of the Statutes of 2016), feedback collected from the public at the Webinar held on January 9, 2018, and other public comment.” | **CDE Recommends** |
| 16 | 9-30-20 ICS | Preface, page 4, line 76 | Add the Statutory Requirements section from the Guidelines:  **“1. Statutory Requirements**  The Ethnic Studies Model Curriculum must reflect the requirements in the authorizing statute as well as other legal requirements for curriculum in California. These include, but are not necessarily limited to, the following topics:   * The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. * The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A–G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses. * The model curriculum must meet federal accessibility requirements pursuant to Section 508 of the United States Workforce Rehabilitation Act. Content that cannot be made accessible may not be included in the document.” | **CDE Recommends** |
| 17 | 9-30-20 Cevallos and Tan Attachment 1 | Preface, pages 4–5, lines 76–98 | Commenter suggested adding bullets to the Guidelines. | The Guidelines were adopted by the State Board of Education and cannot be edited by the IQC. |
| 18 | 9-30-20 Lee Hueling Attachment 3 | Preface, pages 46 | Commenter submitted numerous line edits to the Guidelines. | The Guidelines were adopted by the State Board of Education and cannot be edited by the IQC. |
| 19 | 9-30-20 ICS | Preface, page 4, line 76, page 5, line 99, page 5, line 112, and page 6, line 119 | Add the exact framing language of the Guidelines, as follows:  Line 76: “2. General principles. The Ethnic Studies Model Curriculum shall:”  Line 99: “3. Course Outlines. The Ethnic Studies Model Curriculum shall:”  Line 112: “4. Audience. The Ethnic Studies Model Curriculum shall:”  Line 119: “5. Administrative and Teacher Support. The Ethnic Studies Model Curriculum shall:” | **CDE Recommends** |
| 20 | 9-22-20 Rothstein Attachment 1 | Preface, page 5, lines 92–95 | Change to read, “Include information on the ethnic studies movement, specifically the Third World Liberation Front (TWLF), including its significance in the establishment of ethnic studies as a discipline and its work in promoting the positive values of diversity and inclusion within higher education, alongside destructive ideas such as antisemitism and celebrating Communist revolutionaries responsible for tens of millions of deaths;” | The Guidelines were adopted by the State Board of Education and cannot be edited by the IQC. |
| 21 | 9-2-20 Daisher | Preface, page 5, line 99 | Correct typo, “Course outlines”. | **CDE Recommends** |
| 22 | 9-2-20 Daisher | Preface, page 5, line 116 | Change to, “Engage pedagogies that allow for student and community responsiveness, validate students’ lived experience, and address social-emotional development;” | **CDE Recommends** |
| 23 | CDE | Chapter 1, page 2, line 16 | Add: Ethnic Studies is a class for all students. The model curriculum focuses on the four ethnic groups that are at the core of the Ethnic Studies field. At the same time, this course, through its overarching study of the process and impact of the marginalization resulting from systems of power, is relevant and important for students of all backgrounds. By affirming the identities and contributions of marginalized groups in our society, Ethnic Studies helps students see themselves and each other as part of the narrative of the United States. Importantly, this helps students see themselves as active agents in the interethnic bridge-building process we call American life. | **CDE Recommends** |
| 24 | 9-23-20 Sleeter | Chapter 1, page 2, lines 18–21 | Change to, “It should do so by simultaneously doing three things: (1) addressing racialized experiences and ethnic differences as real and unique; (2) building greater understanding and communication across ethnic differences; and (3) revealing underlying commonalities that can bind by bringing individuals and groups together.” | **CDE Recommends**  Edit conflicts with the one below. |
| 25 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 2, lines 18–21. | Change to, “It should do so by simultaneously doing three things: (1) addressing ethnic experiences and differences as real, unique, and valuable; (2) building greater understanding and communication across ethnic experiences and differences; (3) revealing underlying commonalities that can bind by bringing individuals and groups together; and (4) providing opportunities for students to address inequities through civic learning activities.” | Edit conflicts with the one above. |
| 26 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 2, lines 35–37 | Change to, “By asking students to examine and reflect on the history, struggles, and contributions of diverse groups within the context of racism and bigotry, ethnic studies should promote civic engagement with the goals of equity and justice, by providing opportunities for students to impact public policies by engaging with local, state, and national policymakers.” | [intentionally blank] |
| 27 | 9-2-20 Daisher | Chapter 1, page 3, line 39 | Change to, “Ethnic studies requires a commitment among its teachers to personal and professional development, deep content knowledge, social-emotional learning, safe and healthy classroom management practices, and instructional strategies that develop higher-order thinking skills in children.” | **CDE Recommends** |
| 28 | 9-30-20 ICS | Chapter 1, page 3, lines 53 and 59 | Add close quotes to the paragraphs quoting the framework. | **CDE Recommends** |
| 29 | 9-30-20 ICS | Chapter 1, page 4, line 70 | Insert the following sentences, “The field also addresses the concept of intersectionality, which recognizes that people have different overlapping identities, for example, a transgender Latina or a Jewish African American. These intersecting identities shape individuals’ experiences of racism and bigotry.” | **CDE Recommends** |
| 30 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 4, lines 72–74 | Change to, “It also deals with the often-overlooked contributions to many areas of government, politics, the arts, medicine, economics, etc. made by people of color and provides examples of how collective social action can lead to a more equitable and just society in positive ways.” | [intentionally blank] |
| 31 | 9-30-20 ICS | Chapter 1, page 4, lines 75–82 | Change paragraph to read, “Beyond providing an important history of groups underrepresented in traditional accounts and an analysis of oppression and power, ethnic studies offers a dynamic inquiry-based approach to the study of Native people and communities of color that encourages utilizing thematic frameworks to compare ethnic groups in the local community. Thus, the fruitful themes and topics discussed within the field can range widely from migration to social movements, such as a study of Mexican American texts, the experiences of Southeast Asian refugees (Vietnamese, Laos, Cambodian, Hmong) in different waves of immigration to the U.S., of African American social movements and modes of civic engagement, transformational change for the better, pursuit of justice and equity, and Native American/Indigenous cultural retentions, to name a few.” | **CDE Recommends** |
| 32 | 9-23-20 Sleeter | Chapter 1, page 4, lines 83–84 | Change to, “Furthermore, considering that European American culture is already robustly taught in the school curriculum, ethnic studies presents an opportunity for different cultures to be highlighted and studied in a manner that is meaningful and can be transformative for all students.” | **CDE Recommends** |
| 33 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 4, lines 84–87 | Change to, “Ethnic studies provides students with crucial interpersonal communication strategies, cultural competency, and equity driven skills (such as how to effectively listen to others, give people in need a voice, use shared power, be able to empathize, select relevant/effective change strategies, get feedback from those you are trying to help, know how to deliberate, know how to organize and build coalitions) and positive ways of expressing collective and collaborative power that are integral to effective and responsive civic engagement and collegiality, especially in a society that is rapidly diversifying.” | [intentionally blank] |
| 34 | 9-30-20 Group Letter TWLF | Chapter 1, page 5, line 113 | Add the following paragraphs on line 113:  “At University of California (UC) Berkeley in the spring of 1968, the Afro-American Students Union (AASU) proposed a Black Studies program. The administration consistently stalled negotiations and kept deleting elements of AASU’s proposal--particularly the crucial community component. AASU was joined by the Mexican-American Student Confederation (MASC), the Asian American Political Alliance (AAPA) and the Native American Student Union (NASU) to form the Third World Liberation Front at Berkeley. They expanded the Black Studies program to an autonomous Third World College to be comprised of Departments of Asian Studies, Black Studies, Chicano Studies, Native American Studies, and “any other Third World studies programs as they are developed and presented.” Demands also included widespread recruitment of Third World students and hiring of Third World people in positions of power in every department and discipline, from Admissions to Finances. Third World control--self-determination involving students and communities--was to oversee all aspects of the Third World College and programs. | [intentionally blank] |
| 34 | 9-30-20 Group Letter TWLF | Chapter 1, page 5, line 113 | **(continued)**  When UC rejected the TWLF demands, the Third World Strike began the longest and bloodiest strike in UC history--from January-March 1969. The Administration and State of California violently opposed the TWLF to the point where Governor Ronald Reagan declared “a state of extreme emergency” at Berkeley, with unprecedented constant sweeps and teargassing by combined forces of not only the campus police but 6 East Bay police forces, the Alameda County Sheriff’s deputies, the Highway Patrol, and even the National Guard. Despite being forbidden from having any sound system or holding mass rallies and the threat of “immediate suspension” for protesting, TWLF strikers showed up in force everyday and organized growing multinational support both within the campus and around the country.  The first Ethnic Studies entity in the US was won at Berkeley on March 7, 1969, when UC approved an Ethnic Studies Department that would evolve into a College. Thus it was also the first African American Studies (originally Black Studies), Chicana/o and Latina/o Studies (originally called Chicano Studies), Native American Studies, and Asian American Studies (originally called Asian Studies) in the country. After AAPA had formed in May 1968--originating the term and concept of Asian American--SFSU’s TWLF later broadened their original demand for separate Filipino Studies and Chinese American Studies to Asian American Studies.” | [intentionally blank] |
| 35 | 9-30-20 Group Letter TWLF | Chapter 1, pages 5-6, lines 113–126 | Revise the paragraph on lines 113-126 as follows:  “On March 20, 1969 the first college of Ethnic Studies was established at San Francisco State University. Students were now able to take courses devoted to foregrounding the perspectives, histories, and cultures of African Americans, Asian Americans and Pacific Islanders, Chicana/o/x/, Latina/o/x, and Native Americans. In early 1969, students at the University of California, Berkeley successfully launched a strike that resulted in the creation of the first Ethnic Studies department in the country. Meanwhile, at the other end of the state, as early as 1968 students at California State University, Los Angeles and California State University, Northridge were establishing Chicano studies and Black studies departments. Soon, college students across the nation began calling for the establishment of Ethnic Studies courses, departments, and degree programs. Over 50 years after the strikes at San Francisco State College and UC Berkeley, Ethnic Studies is now a vibrant discipline with multiple academic journals, associations, national and international conferences, undergraduate and graduate degree programs, and thousands of scholars and educators contributing to the field’s complexity and vitality.” | **CDE Recommends** |
| 36 | 9-23-20 Sleeter | Chapter 1, page 6, line 131 | Remove typo, footnote “18” (not linked to anything). | **CDE Recommends** |
| 37 | 9-30-20 ICS | Chapter 1, page 6, line 134 | Add at end of paragraph, “At the state level, the California State Legislature has drafted and voted on several bills to help bolster support for ethnic studies implementation at the K–12 level, including Assembly Bill 2016 (https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill\_id=201520160AB2016), which authorized the development of this document.” | **CDE Recommends** |
| 38 | 9-23-20 Sleeter | Chapter 1, page 7, line 153 | Replace citation with, “Sleeter, C. and Zavala, M., *Transformative Ethnic Studies in Schools* (New York: Teachers College Press, 2020).” | **CDE Recommends**  If this edit is accepted, also add the book to the Bibliography. |
| 39 | 9-2-20 Daisher | Chapter 1, page 7, line 157 | Change to, “Aided in the social-emotional wellness of students”. | **CDE Recommends** |
| 40 | 9-30-20 ICS | Chapter 1, page 8, line 173 | Add a new section before current line 173:  “**How Do You Teach Ethnic Studies in a K–12 Environment?**  Ethnic studies highlights the importance of untold stories, and emphasizes the danger of a single story. In *The Danger of a Single Story*, Nigerian writer Chimamanda Ngozi Adichie argues that reducing people to a single story creates stereotypes and denies their humanity. Each ethnic community has its own unique history, struggles, and contributions, and these are to be taught, understood, and celebrated as ethnic studies focuses on U.S. culture and history from the perspective of marginalized groups. In addition, diversity and diverse perspectives within an ethnic group should also be taught to avoid reducing a group to a single story. In order to do this, teachers should trust students’ intellect and teach them to think critically, understand different and competing perspectives and narratives, and encourage them to form their own opinions. Care should be taken to ensure that (1) teachers present topics from multiple points of view and represent diverse stories and opinions within groups, (2) teaching resources represent a range of different perspectives, and (3) lessons are structured so students examine materials from multiple perspectives and come to their own conclusions.[new footnote]: Chimamanda Ngozi Adichie, TED Talk, October 7, 2009: https://www.youtube.com/watch?v=D9Ihs241zeg.” | **CDE Recommends** |
| 41 | 9-30-20 ICS | Chapter 1, page 8, line 173 | Change section title to, “Foundational Values of Ethnic Studies”. | [intentionally blank] |
| 42 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, pages 8–14, lines 173–336 | Commenter suggested adding the following bullets to the Guiding Principles/Outcomes section (specific location not provided):   * In K-12 education it is imperative that students are exposed to multiple perspectives, taught to think critically, and form their own opinions. * Curriculum, resources, and materials should include a balance of topics, authors, and concepts, including primary and secondary sources that represent multiple, and sometimes opposing, points of view or perspectives * Students will actively seek to understand, analyze and articulate multiple points of view, perspectives and cultures. * The instruction, material, or discussion must be appropriate to the age and maturity level of the students, and be a fair and balanced academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias or partisanship | **CDE Recommends** |
| 43 | 9-22-20 Rothstein Attachment 1 | Chapter 1, page 9, lines 173–199 | Insert the following language (unspecified): “At the college and university level, ethnic studies courses are sometimes taught from a specific political point of view. In K-12 education it is imperative that students are exposed to multiple perspectives, taught to think critically, and form their own opinions.” | No specific location for addition was provided. |
| 44 | 9-30-20 ICS | Chapter 1, pages 8–9, lines 174–199 | Change the language in this section as follows:  “Given the range and complexity of the field, it is important to identify the key values of Ethnic Studies as a means to offer guidance for the development of Ethnic Studies courses, teaching, and learning. The foundational values of Ethnic Studies are housed in the conceptual model of the “double helix” which interweaves *holistic humanization* and *critical consciousness*.13 Humanization includes the values of love, respect, hope, and solidarity are based on celebration of community cultural wealth.14 The values rooted in humanization and critical consciousness are the guiding values each Ethnic Studies lesson should include. Ethnic Studies courses, teaching, and learning will:   1. cultivate empathy, community actualization, cultural perpetuity15, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color; 2. celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of success, community collaboration, and solidarity, along with their intellectual and cultural wealth; 3. center and place high value on the pre-colonial, ancestral knowledge16, narratives, and communal experiences of Native people/s and people of color and groups that is are typically marginalized in society; | [intentionally blank] |
| 44 | 9-30-20 ICS | Chapter 1, pages 8–9, lines 174–199 | **(continued)**   1. critique empire-building in history and its relationship to white supremacy, racism17 and other forms of power and oppression 2. challenge racist, bigoted, discriminatory, imperialist/colonial18 beliefs and practices on multiple levels19 3. connect ourselves to past and contemporary social movements that struggle for social justice and an equitable and democratic society; and conceptualize, imagine, and build new possibilities for a post-racist, post-systemic racism society that promotes collective narratives oftransformative resistance, critical hope, and radical healing.20” | [intentionally blank] |
| 45 | 9-30-20 ICS | Chapter 1, page 9, footnote 17 | Change to read, “As well as patriarchy, cisheteropatriarchy, economic inequality, ableism, anthropocentrism” | **CDE Recommends** |
| 46 | 9-30-20 ICS | Chapter 1, page 9, footnote 20 | Replace current citations with the following: “Eunice Ho, UCLA Teacher Education Program Ethnic Studies Cohort, Class of 2019, summarizing the work of R. Tolteka Cuauhtin, “The Ethnic Studies Framework: A Holistic Overview,” 72-75, in Cuauhtin, R. Tolteka, Miguel Zavala, Christine Sleeter, and Wayne Au, eds. *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools, 2018.” | **CDE Recommends** |
| 47 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 9, lines 181–182 | Change to read, “These are the guiding outcomes each Ethnic Studies lesson should include.” | [intentionally blank] |
| 48 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 9, lines 184–199; Chapter 3, pages 28–29, lines 730–747; Appendix B, lines 47–64 | Remove the Guiding Values and Principles.  If the section is not removed, make the edits below and rename the section “Ethnic Studies Values.” | Commenter provided alternative options if the Guiding Values and Principles are not deleted (see below). |
| 49 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 9, line 194 | Change principle 5 to, “Examine how race and ethnicity have been constructed in the United States, have changed over time, and continue to shape the country today” | Overlaps with recommendation above. |
| 50 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 9, lines 195–196 | Change principle 6 to, “Teach students about social justice and social responsibility, and to understand that they can become agents of change at local, state, national, and global levels.”  OR  “Learn about past and contemporary social justice efforts to create a more perfect union” | Commenter provided two options. Overlaps with recommendation above. |
| 51 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 9, lines 197–199 | Change principle 7 to, “Focus on the experiences, histories, cultures, struggles and accomplishments of specific ethnic/racial groups within American history and society, with an emphasis on truth and healing through empathy and education.” | Overlaps with recommendation above. Conflicts with the edit below. |
| 52 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 9, lines 197–199 | Change principle 7 to, “conceptualize and identify new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing, and take effective, practical, and appropriate informed action by applying their knowledge to make persuasive arguments and practice effecting social and policy changes to realize those possibilities.” | Edit conflicts with the one above. |
| 53 | 9-22-20 Rothstein Attachment 1 | Chapter 1, page 9, lines 193–204 | Insert the following language (unspecified):   * “An ethnic studies course should provide students with depth of understanding in relation to ethnic and social issues, rather than promoting specific political activism, demonstration, protest or the like. Ethnic studies is a scientific inquiry of ethnic groups and their interrelations (Yang, 2010, pg. 14). * An Ethnic Studies course:   + Should include examples of civic engagement (e.g., voting and other peaceful social justice activities) and the impact they have had on United States history. Students who are considering volunteering, social justice activities, community engagement, etc., should consult with their school teacher/advisor and parents/guardians to evaluate that the activities are lawful, peaceful, and nonviolent. * Whenever possible, should [create] opportunities for participation and for reflection on the responsibilities of citizens in a free society” (History Social Science Framework for California Public Schools, 2016, p. 19).” | No specific location for addition was provided. The lines listed cut across two sections. |
| 54 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 10, line 200 | Change section header to, “Guiding Principles and Outcomes of K–12 Ethnic Studies Teaching.” | Proposed edit conflicts with the below. |
| 55 | 9-30-20 ICS | Chapter 1, page 10, line 200 | Change section header to, “Guiding Principles and Eight Outcomes of K–12 Ethnic Studies Teaching.” | Proposed edit conflicts with the above. |
| 56 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 10, lines 209–210 | Change to read, “Ethnic studies should also examine individual and collective efforts to challenge and overcome inequality and discriminatory treatment, past and present.” | [intentionally blank] |
| 57 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 10, lines 211–213 | Change to read, “The exploration of injustice and inequality should not merely unearth the past. Students should also examine current social dynamics to identify dissimilar and unequal ethnic trajectories, in order to take informed action to foster a future of greater equity and inclusivity.” | [intentionally blank] |
| 58 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 10, lines 215–217 | Change to, “It should also help students understand and practice the role that they can play individually and collectively in challenging these inequity-producing forces, such as systemic racism.” | [intentionally blank] |
| 59 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 12, line 259 | Add sentence, “High quality civic learning professional development and resources for teachers are instrumental in achieving this goal.” | [intentionally blank] |
| 60 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 1, page 13, lines 281–282 | Change to read, “It can also help students connect current resistance movements to those of the past, and to imagine new possibilities for a more perfect union.”  OR  “It can also help students connect current resistance movements to those of the past, and to imagine new possibilities for a more just society.” | **CDE Recommends** |
| 61 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 13, line 282 | Insert sentence, “Since racism and other inequities are institutionalized through public policy, it is important for students to civically engage with policymakers to effectuate constructive change.” | [intentionally blank] |
| 62 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 13, lines 304–305 | Change to, “This local focus can also create additional opportunities for civic engagement, such as working with school boards and other local policymakers/officials to impact policy changes.” | [intentionally blank] |
| 63 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 14, lines 314–315 | Change to, “They will engage in meaningful activities and assignments that encourage them to challenge the status quo through policy change as well as meaningful activities that empower the students to not simply encourage change.” | [intentionally blank] |
| 64 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 14, lines 316-323 | Revise paragraph to read, “Ethnic studies should help students learn to value and appreciate differences and each other’s lived experiences as valuable assets in our diverse society in order to communicate more effectively and constructively with students of different backgrounds. It should help them communicate and interact with empathy, appreciation, empowerment, and clarity, to interact with curiosity, to listen empathically without judgment, and to critically consider new ideas and perspectives. It should also encourage students to modify their positions in the light of new evidence and compelling insights. Students should not seek to dominate in conversations and debates, but rather practice a model of engagement which places a greater priority on listening, seeking to understand before seeking to persuade.” | **CDE Recommends with modification (delete “and debates”)** |
| 65 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 14, lines 324–329 | Revise paragraph to read, “Even the concepts of “race” and “ethnicity” present challenges. What do they mean? How do they relate to each other? How were concepts of race, like “whiteness” and “blackness” constructed? How has our understanding of race and ethnicity changed over time? How are race and ethnicity as group identities reflected in public documents, such as the U.S. Census and most formal applications? How do these group identifiers impact social connection and division? Ethnic studies should help students address these and other fundamental issues that complicate intergroup communication and understanding.” | **CDE Recommends** |
| 66 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, pages 14–15, lines 332–336 | Change to, “It should advance the values of equity and inclusivity, challenge systemic racism, foster self-understanding and agency, build intergroup and intragroup bridges, enhance civic engagement, and further a sense of human commonality. In this way, ethnic studies can help re-elevate the importance of truth to build stronger communities, a more equitably inclusive state, and a more just nation.” | [intentionally blank] |
| 67 | 9-30-20 Lee Hueling Attachment 3 | Chapter 1, page 15, lines 338–341 | Change to, “The current Ethnic Studies Model Curriculum serves as a guide to school districts that would like to either develop and implement stand-alone courses or integrate the concepts and principles of ethnic studies into current social science or English language arts courses. With time and support, a more robust guide could help integrate Ethnic Studies into other courses, such as Math and Science. It is divided into chapters and appendices:” | [intentionally blank] |
| 68 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 3, line 46 | After sentence that ends, “…serve those students?” add the following: “How can the value of and empathy for other marginalized groups be fostered when student populations are homogenous and/or haven’t been explicitly or formally exposed to concepts of race and ethnicity?” | **CDE Recommends** |
| 69 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 3, lines 51–53 | Change to, “*Develop a clear funding model that includes the resources available for the program and how those resources will be allocated* (e.g., teacher training, classrooms, administrative support, purchase of instructional materials) and add LCAP language in support of and in relation to positive impacts and in relation to civic engagement.” | [intentionally blank] |
| 70 | 9-30-20 ICS | Chapter 2, page 3, line 66 | Insert before line 66:  “*Ensure that students receive appropriate and non-discriminatory instruction and materials.* Ensure that district guidelines, professional development, syllabi, classroom instructional materials, and other contents of a locally developed ethnic studies course meet requirements for presenting potentially controversial issues in K-12 public school classrooms. While developing instruction and materials, school districts and local education agencies will follow the additions to the Education Code from AB-331 Pupil Instruction: High School Graduation Requirements: Ethnic Studies:  (G) (iv) Instruction and materials for a course described in clause (ii) shall meet all of the following requirements:  (I) Be appropriate for use with pupils of all races, religions, genders, sexual orientations, and diverse ethnic and cultural backgrounds, pupils with disabilities, and English learners.  (II) Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons on the basis of any category protected by Section 220.  (III) Not teach or promote religious doctrine  See https://leginfo.legislature.ca.gov/faces/billCompareClient.xhtml?bill\_id=201920200AB331&showamends=false accessed 9/17/2020.” | **CDE Recommends with revisions**  Assembly Bill 331 was not signed into law. If accepted, the requirements should not be presented as Ed. Code changes from AB-331, but rather be reframed as existing requirements. |
| 71 | 9-30-20 ICS | Chapter 2, page 3, line 66 | Insert after line 66, after the previous addition:  “*Ensure fair and balanced pedagogy*. Ensure that pedagogy ‘must support that, in the investigation, presentation and interpretation of facts and ideas within the prescribed course of study, teachers shall be free to examine, present and responsibly discuss various points of view in an atmosphere of open inquiry, provided that the instruction, material, or discussion: is appropriate to the age and maturity level of the students; is a fair and balanced academic presentation of various points of view consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias or partisanship (adapted from the United Teachers – Los Angeles/Los Angeles Unified School District Contract 2014-2017, Article XXV Academic Freedom and responsibility, 1.0 Lesson Content).5’ ”  “Footnote 5 2017 the Los Angeles Unified School District (LAUSD) Multidisciplinary Ethnic Studies Advisory Team, “Elements of a Balanced Curriculum,” https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Balance%202017.pdf accessed 9/22/2020.” | **CDE Recommends** |
| 72 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 4, lines 70–72 | Change to, “It is especially important to establish connections between the new program and existing offerings in history–social science and English/language arts while ensuring that civic learning instructional practices (such as facilitating for student inquiry, investigation, civil dialogue, and informed action) are included to allow student access to the State Seal of Civic Engagement.” | [intentionally blank] |
| 73 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 4, lines 74–76 | Change to, “Teachers and departments should be provided time to incorporate ethnic studies content and principles into existing curricula and be provided with access to professional development as appropriate, including leveraging university ethnic studies curriculum that have existed for decades.” | [intentionally blank] |
| 74 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 4, lines 83–86 | Change to, “*Develop, implement, monitor, and evaluate instructional support.* In order for teachers to provide a robust ethnic studies learning experience they should be engaged in continual professional development (inclusive of professional development on civic and governance structures and process), and supported by their site and district administrators who are working in tandem with students and community.” | [intentionally blank] |
| 75 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 5, lines 98–100 | Change to, “*Consult with other districts and higher education institutions that have implemented ethnic studies programs, to see if there are other models and resources that can be adapted to the local program.”* | [intentionally blank] |
| 76 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 6, lines 131–133 | Change to, “Ethnic studies is by its very nature interdisciplinary, and ethnic studies teachers can collaborate with history–social science teachers, teachers in language arts, visual and performing arts, and other subjects as well, while including civic learning across all disciplines.” | [intentionally blank] |
| 77 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 6, lines 133–137 | Change to, “This collaboration will help to ensure that the curriculum is aligned to the skill expectations in the state’s history–social science and language arts content standards, but beyond that, it can help to ensure that the concepts and principles of ethnic studies and civic engagement are present throughout the curriculum and are not just limited to the ethnic studies classroom.” | [intentionally blank] |
| 78 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 6, lines 137–140 | Change to, “For example, the pursuit of justice and equity is not only something that students practice in the classroom, but a skill that they develop for use as empowered civic participants who can promote social change today.” | [intentionally blank] |
| 79 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 6, lines 147–150 | Change to, “It should also be acknowledged that there will be districts that may be undertaking this process for the first time without experienced teachers who are trained in ethnic studies and civic learning content and pedagogy.” | [intentionally blank] |
| 80 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 7, lines 166–168 | Change to, “They must seek to understand how the lived experiences of their student population affect the knowledge and attitudes that they bring to the classroom and that students have just as much to bring to the table for mutual learning.” | [intentionally blank] |
| 81 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 7, lines 168–170 | Change to, “With that knowledge in hand, it will be easier to develop a curriculum that engages students as peer learners and with mutual understanding and appreciation.” | [intentionally blank] |
| 82 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 7, lines 173–175 | Change to, “In particular, the *History–Social Science Framework,* the *English Language Arts/English Language Development Framework* contain useful guidance for current or potential teachers of ethnic studies.” | Revised sentence is not grammatically correct. It is possible that the commenter meant to add additional resources. However, these are the two subject areas that were emphasized in the authorizing statute. |
| 83 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 7, line 179 | Insert new sentence, “The State Seal of Civic Engagement Roadmap also provides guiding principles for integrating civic learning, across discipline instructional practices, and promising practices in class, inschool/out-of-school, and on-line.” | [intentionally blank] |
| 84 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 8, lines 189–190 | Change to, “The framework was organized around four key instructional shifts: inquiry, literacy, content, and citizenship, where citizenship preparation entails fostering student civil dialogue and informed action.” | [intentionally blank] |
| 85 | 9-30-20 Lee Hueling Attachment 3 | Chapter 2, page 9, lines 211–212 | Change to, “Student participation in service-learning activities or other project based learning opportunities, including work based learning opportunities, may facilitate deeper student understanding and application of their newly acquired knowledge and serve as a way of confirming community support and addressing concerns during the implementation of the program.” | [intentionally blank] |
| 86 | 9-30-20 ICS | Chapter 2, page 10, line 249 | Insert after line 249:  “For example, the Criteria for Evaluating Instructional Materials in the California History-Social Science Framework states that: “Materials include the study of issues and historical and social science debates. Students are presented with different perspectives and come to understand the importance of reasoned debate and reliable evidence, recognizing that people in a democratic society have the right to disagree.”5  In addition, districts and LEAs should keep in mind Section 60044 of the California Education Code that schools may not use instructional materials that contain “any matter reflecting adversely upon persons on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, occupation.” California Education Code, Section 60044.6  An example of guidelines written by a district on how to implement ethnic studies is “Elements of a Balanced Curriculum, adopted by the Los Angeles Unified School District (LAUSD) Multidisciplinary Ethnic Studies Advisory Team in 2017.7 When districts and LEAs create their own guidelines for teaching ethnic studies in their district, this may serve as a model guideline. LAUSD gathered many district stakeholder groups, found language to summarize how to address balanced pedagogy and instructional materials, and address student and teacher needs in support of teaching ethnic studies. | **CDE Recommends**  If the edits above are made, adjust footnote numbers appropriately. |
| 86 | 9-30-20 ICS | Chapter 2, page 10, line 249 | **(continued)**  Footnote 5 See *History–Social Science Framework for California Public Schools*, p.182, Criteria for Evaluating Instructional Materials, item 7. Accessed 9/22/2020.  Footnote 6 California Education Code 60044. http://leginfo.legislature.ca.gov/faces/codes\_displaySection.xhtml?lawCode=EDC&sectionNum=60044 accessed 9/22/2020.  Footnote 7 See “Elements of a Balanced Curriculum, adopted by the Los Angeles Unified School District (LAUSD) Multidisciplinary Ethnic Studies Advisory Team in 2017. https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Balance%202017.pdf. Accessed 9/22/2020.” | **CDE Recommends**  If the edits above are made, adjust footnote numbers appropriately. |
| 87 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 3, lines 39–40 | Change to, “Ethnic studies teaching is grounded in the belief that education can be a tool for transformation, social, economic, and political change, and liberation.” | [intentionally blank] |
| 88 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 3, lines 40–42 | Change to, “Central to an ethnic studies pedagogy is the goal to develop students to be able to effectively and powerfully read, write, speak, and think critically, and engage in school in meaningful ways.” | **CDE Recommends** |
| 89 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 3, lines 44–47 | Change to, “Teaching ethnic studies necessitates that educators consider the purpose of ethnic studies, the context in which the course is being taught, and even a reflection on how the educator’s identity and potential biases impact their understanding of and outlook on the world.” | **CDE Recommends** |
| 90 | 9-30-20 Diec 1 | Chapter 3, page 3, line 47 | Add sentence to end of paragraph: “Marginalized and minority students will benefit from ethnic studies because traditional curricula have failed to serve and represent these students.” | [intentionally blank] |
| 91 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 3–4, lines 61–63 | Change to, “Thus, encouraging students to apply their knowledge to practice being agents of change, social justice organizers and advocates, and engaged citizens at the local, state, national, and global levels.” | [intentionally blank] |
| 92 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 4, lines 71–73 | Change to, “Before embarking on lesson planning for an ethnic studies course, it is important that ethnic studies educators are aware of how their own identities, implicit biases, and cultural awareness may impact ethnic studies teaching and learning.” | **CDE Recommends** |
| 93 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 4, lines 73–77 | Change to, “With much of the field focusing on issues related to race and identity, teachers, especially those with limited ethnic studies knowledge, should engage in activities that allow them to unpack their own identities, privilege, marginalization, lived experiences, and understanding and experience of race, culture, and social justice.” | **CDE Recommends** |
| 94 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 4–5, lines 87–89 | Change to, “Educators should view student lived experiences as assets, that they themselves may not always have the answers, and therefore, should seek opportunities to learn from their students and create room for teachable moments.” | **CDE Recommends** |
| 95 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 5, lines 90–92 | Change to, “Students need to see themselves represented as empowered individuals and experience a diverse range of complex stories to help them understand themselves, as individuals and as members of group identity, and the lived experiences of others different from them.” | **CDE Recommends** |
| 96 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 5, lines 95–102 | Change to, “Scholar and author Ebony Elizabeth Thomas warns that this exclusion is creating an “imagination gap” where children are growing up without experiencing what Dr. Rudine Sims Bishop described as the “windows, mirrors, and doors” of literature: “Literature transforms human experience and reflects it back to us, and in that reflection, we can see our own lives and experiences as part of the larger human experience. Reading, then, becomes a means of self-affirmation, and readers often seek their mirrors in books.” | **CDE Recommends** |
| 97 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 6, lines 112–116 | Change to, “With ethnic studies drawing on a range of academic disciplines from history and performing arts to sociology and literature, students should be introduced to an array of academically rigorous content and skills that are simultaneously grounded in the contributions, lived experiences, and histories of people of color.” | **CDE Recommends** |
| 98 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 6, line 120 | Add sentence, “Teachers should be able to facilitate student civil discourse on controversial issues and support students to identify strategies and opportunities to practice affecting current social and policy changes.” | [intentionally blank] |
| 99 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 6, lines 128–135 | Change to bulleted list, and add language as follows:  “Beyond content, it is important that ethnic studies educators are knowledgeable of the context in which the course is being taught. Here are some dynamics an ethnic studies educator might consider:   * Is the course being taught in a district where parents or community members are unfamiliar with the field? * Is the course being taught in a school with a widening opportunity gap? * How comfortable and/or experienced are students with explicitly discussing race and ethnicity? * Is the course being taught during a moment where racial tensions at the local and national level are beginning to impact students?   These are just a few of the contextual factors that ethnic studies educators must consider as they develop their pedagogical practice.” | **CDE Recommends** |
| 100 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 7, lines 144–147 | Change to, “A critical part of the context of ethnic studies is being aware of and anticipating for when negative emotions and/or traumas arise from students in dealing with potentially difficult content or materials–having training with this and resources of further support (including school site counselors when needed), is key.” | **CDE Recommends** |
| 101 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 8, lines 165–166 | Change to, “This approach of ensuring that students critically investigate and interrogate content is paramount to the ethnic studies course.” | [intentionally blank] |
| 102 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 8, lines 171–176 | Change to, “This approach encourages the use of lessons grounded in research and academic content. Getting students to engage primary sources, develop youth-participatory action research (Youth-led Participatory Action Research (YPAR) projects, or create service-learning projects are just a few examples of how an inquiry-based approach encourages students to become engaged actors within the learning process.” | [intentionally blank] |
| 103 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 8, lines 178–180 | Change to, “Ethnic studies educators democratize their classrooms by creating a learning environment where both students and teachers are equal active participants in co-constructing and applying knowledge.” | [intentionally blank] |
| 104 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 8, lines 183–185 | Change to, “This approach to ethnic studies teaching is also echoed in the California *History–Social Science Framework’s* underscoring one of the “four important instructional shifts – citizenship, which is needed to prepare all members of American society, regardless of citizenship status, to become civically engaged in our democratic society.” | **CDE Recommends** |
| 105 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 8, lines 185–189 | Change to, “Having students research a challenge facing their community, engage with local elected officials, advocates, and community members, structured debate, simulations of government, or service learning, are all civic-oriented skills that are best developed in a classroom where students are able to exercise their agency.” | [intentionally blank] |
| 106 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 9, lines 193–197 | Change to, “Ethnic studies courses should include a civic or community engagement project that allows for students to use their knowledge and voice to affect social transformation in their community. Teachers can utilize programs (e.g., YPAR, Constitutional Rights Foundation’s Civic Action Project, Center for Civic Education’s Project Citizen, California Democracy School Project, Mikva Challenge Action Civics, Generation Citizen, Integrated Action Civics Model, Literacy & The Law and other programs on CDE’s website for Resources for Civic Engagement - https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp) that assist students in collecting data, identifying issues, root causes and implementing a plan to better their environment by working with policymakers at all levels.” | [intentionally blank] |
| 107 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 9, lines 197–200 | Change to, “For example, if students decide they want to advocate for increasing the number of polling places within historically underrepresented communities in their city, they can research and debate the issue to surface the pros and cons of the idea, and then plan a meeting with their county registrar of voters to advocate for the change.” | [intentionally blank] |
| 108 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 9, lines 200–203 | Change to, “To be convincing they must do in-depth research on how other counties have achieved this change, demographic data, leading counterarguments, past voting data, etc. and then develop their persuasive speeches or talking points to advocate for the change.” | [intentionally blank] |
| 109 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 9, lines 203–204 | Change to, “This experience can be powerful and transformational in that it instills a sense of civic efficacy and empowerment in youth that they will carry on throughout their lives.” | **CDE Recommends** |
| 110 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 9, lines 205–207 | Change to, “This emphasis on building citizenship competencies within the pedagogy provides students with a keen sense of ethics, respect, and appreciation for all people, regardless of ethnicity, nationality, gender, sexual orientation, ability, religion, and beliefs.” | [intentionally blank] |
| 111 | 9-29-20 Records et al | Chapter 3, page and line unspecified | Add the following:  “Definition of Intersectionality: Coined by Kimberlé Crenshaw in 1989, intersectionality refers to an analytical framework that views people through the interaction of their social identities (including gender, race, sexual orientation, socioeconomic class, etc.) resulting in a unique lived social experience of oppression and privilege, as opposed to an additive model of oppression that views people as the sum of their social identities. (Rothenberg, Paula and Accomando, Christina Hsu. *Race, Class, and Gender in the United States: An Integrated Study* (Tenth Edition). New York: Worth Publishers, 2016.)” | Intersectionality is already defined on page 9 of the chapter, with a citation. |
| 112 | 9-30-20 ICS | Chapter 3, page 9, lines 207–212 | Change to, “By democratizing the classroom, educators are allowing multiple entry points for students to discuss ethnic studies theories like, intersectionality—an analytic framework coined by Black feminist legal scholar, Kimberlé Crenshaw, that captures how multiple identities (race, class, religion, gender, sexuality, ability, etc.) overlap or intersect, creating unique experiences, especially for those navigating multiple marginalized or oppressed identities.” | **CDE Recommends** |
| 113 | CDE | Chapter 3, page 9, line 212 | Change the current footnote citation to, “Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum*: Vol. 1989: Issue 1, Article 8.” | **CDE Recommends** |
| 114 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 10, line 217 | Change section header to “Reinforcing Literacy”. | **CDE Recommends** |
| 115 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 10, lines 218–221 | Change to, “Students should learn the skills necessary to access informational, scholarly, and literary texts. Moreover, they should be able to think critically and analytically, and express themselves through strong verbal and written communication.” | **CDE Recommends** |
| 116 | 9-23-20 Sleeter | Chapter 3, page 10, lines 230–232 | Change to, “Examples include poems, plays, or literature, like the writings of Langston Hughes and Zora Neale Hurston, or dramas produced by El Teatro Campesino.” | **CDE Recommends** |
| 117 | 9-30-20 Kalra | Chapter 3, page 10, line 230 | Insert the following between the sentences (submission included links to Amazon.com for each entry):   * “American Veda: From Emerson and the Beatles to Yoga and Meditation How Indian Spirituality Changed the West * Hinduism in America: A Convergence of Worlds * Essential Hinduism * Dharma in America: A Short History of Hindu-Jain Diaspora * The Guru Chronicles” | Commercial advertising links should not be included. |
| 118 | 9-23-20 Sleeter | Chapter 3, page 10, lines 235–237 | Change to, “The infusion of more ethnic studies-based texts also allows for students to see themselves reflected in the curriculum, and to imagine a better world.” | **CDE Recommends**  This edit conflicts with the one below. |
| 119 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 10, lines 235–237 | Change to, “The infusion of cultural and more ethnic studies-based texts also allows for students to see themselves reflected in the curriculum, and to be inspired to promote and usher in a better world through their actions.” | This edit conflicts with the one above. |
| 120 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 11, lines 253–256 | Change to, “Beyond teaching content that is diverse, having an understanding of the various cultural backgrounds of students, being aware of pertinent cultural norms and nuances, and acknowledging and valuing student lived experiences as important assets and resources to collective learning, are also important to ethnic studies teaching and learning.” | **CDE Recommends** |
| 121 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 11, lines 261–264 | Change to, “Furthermore, ethnic studies educators should continually inquire and reflect on the challenges impacting their students’ communities, and leverage ethnic studies courses to implement and spur discussions, assignments, and community-engaged projects around those issues and/or topics.” | [intentionally blank] |
| 122 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 12, lines 268–270 | Change to, “Engaging topics on race, class, gender, oppression, etc., may evoke feelings of vulnerability, uneasiness, sadness, guilt, helplessness, or discomfort, for students not previously exposed to explicit conversations about these topics.” | **CDE Recommends** |
| 123 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 12, lines 275–278 | Change to, “…(4) encourages students to engage each other with respect, trust, love, and accountability, (5) is a space where learning is democratized and students are centered through an inquiry-based process that nurtures the student voice and honors different styles of learning, and (6) supports application of learning by empowering students with the knowledge and skills needed to take informed action to address social, economic, and political inequities.” | [intentionally blank] |
| 124 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 12, lines 279–281 | Change to, “Ethnic studies educators are encouraged to establish community agreements or classroom norms in collaboration with their students where empathetic listening is prioritized and conflicting views are valued as opportunities for deeper learning, incorporate community building activities into lessons, and create time for regular reflection and debrief.” | **CDE Recommends** |
| 125 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 12, lines 285–287 | Change to, “Educators today have a tremendous responsibility to students: teaching content, cultivating their social–emotional skills, and preparing them to be informed, responsible, and actively engaged global citizens.” | [intentionally blank] |
| 126 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 12, lines 287–289 | Change to, “In reflective classrooms, students’ knowledge is constructed and applied rather than passively absorbed. Students are prompted to join with teachers in posing and addressing problems to foster ‘critical consciousness’ (Freire, 1994).” | Note that this passage is part of a direct quotation. |
| 127 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 13, line 299 | Change to, “Building “safe,” “brave,” “democratic,” “empowering” classrooms is both art and science. | [intentionally blank] |
| 128 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 13, lines 304–306 | Change to, “Facilitating thoughtful, respectful, and generative discussions of controversial issues can be especially challenging in classrooms where students bring a diversity of social, personal, cultural, and academic backgrounds, mindsets, and experiences to the conversation.” | **CDE Recommends** |
| 129 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 13, lines 306–309 | Change to, “Yet the richness of these discussions and their importance for future citizenship drives many teachers whose classes are relatively homogeneous to seek out opportunities for their students to engage with counterparts of different backgrounds.” | **CDE Recommends** |
| 130 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 13, lines 310–311 | Change to, “It is equally challenging to consistently facilitate honest or insightful dialogue in classrooms where there is a greater degree of social, personal, economic and/or political homogeneity.” | **CDE Recommends** |
| 131 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 13, lines 311–314 | Change to, “By prioritizing student-centered approaches and utilizing a wide variety of discussion protocols, (e.g. structured academic controversy, Socratic Seminars, philosophical chairs) teachers can provide opportunities for students to engage critically in the gray areas of controversial topics with peers who may share similar viewpoints.” | [intentionally blank] |
| 132 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 14, lines 320–322 | Change to, “Knowledge of their students’ backgrounds and the ability to elicit students’ questions and perspectives, monitor their understanding, push them to think critically, and help them appreciate the insights, wisdom, and moral courage of themselves and others.” | **CDE Recommends**  If edit is approved, remove the period to match other bullets. |
| 133 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 14, lines 323–325 | Change to, “A map of anticipated challenges – and a set of strategies, supports, and mentors that they can turn to when students’ confusion, lack of engagement, misconceptions, prejudices, or hurtful comments and behavior prove challenging” | **CDE Recommends** |
| 134 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 14, lines 326–328 | Change to, “Awareness and active monitoring of their own thinking and learning and access to other adults who can join them in the inquiry, help them to articulate their questions and insights, share best practices, and further stimulate their thinking” | [intentionally blank] |
| 135 | 9-22-20 Rothstein Attachment 1 | Chapter 3, page 14, line 329 | Add bullet, “Careful attention to their own political viewpoints and potential biases, to ensure students are empowered to form their own opinions rather than simply adopting the views of the teacher or particular educational materials.” | **CDE Recommends** |
| 136 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 3, page 14, line 329 | Add bullet, “Pay careful attention to their own political viewpoints and potential biases, to ensure students are empowered to form their own opinions rather than simply adopting the views of the teacher or particular educational materials.” | Suggested edit is almost identical to the one above. |
| 137 | CDE | Chapter 3, page 15, lines 349-352 | Change to, “When the discipline was first founded, “ethnic studies” was (and still is) deployed as an umbrella term/field that was designed to be inclusive of four core fields—African American Studies, Asian American and Pacific Islander Studies, Chicana/o/x and Latina/o/x Studies, and Native American Studies.” | **CDE Recommends** |
| 138 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 15, line 355 | Add sentence, “The approaches found in these examples can also be applied to the study of other diverse groups based on race, ethnicity, gender, sexual orientation, religion, beliefs, and other identifiers that help to affirm a student’s sense of self.” | **CDE Recommends** |
| 139 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 15, lines 360–362 | Change to, “Like all successful instruction, teaching ethnic studies requires effective professional learning and preparation, depth of knowledge, belief in students as capable learners, as well as strong institutional support.” | [intentionally blank] |
| 140 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 15, lines 366–370 | Change to, “Teachers and administrators should begin with a careful, deliberate analysis of their own personal identities, backgrounds, knowledge base, and biases. They should familiarize themselves with current scholarly research around ethnic studies instruction, critical and culturally/community relevant and responsive pedagogies, critical race theory, and intersectionality, which are key theoretical frameworks and pedagogies that can be used in ethnic studies research and instruction.” | **CDE Recommends** |
| 141 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 16, lines 373–374 | Change to, “Attention should also be given to trauma-informed and healing informed educational practices.” | [intentionally blank] |
| 142 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 15, lines 375–377 | Change to, “However, it is strongly encouraged that both educators and administrators consult ethnic studies coordinators at the district level and county level, professional development offered by ethnic studies classroom teachers, county offices of education, faculty at Institutions of Higher Education, and other support providers.” | [intentionally blank] |
| 143 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 15–16, lines 398–401 | Change to, “During lesson planning, ethnic studies educators should reflect upon different ways (exercises, homework assignments, service-learning projects, etc.) to get students to engage in ethnic studies content while rigorously developing academic and civic education skills.” | [intentionally blank] |
| 144 | 9-23-20 Sleeter | Chapter 3, page 17, lines 401–404 | Change to, “With fewer K–12 instructional materials available for implementing ethnic studies, as compared to traditional fields, it is imperative that teachers collaborate with each other to develop new units, lessons, and other instructional materials.” | **CDE Recommends** |
| 145 | CDE | Chapter 3, page 17, lines 419-421 | Change to, “When stand-alone ethnic studies courses were initially developed at the college level, they represented four core people of color groups: Black/African American Studies, Latina/o/x Chicano/a/x Studies, Native American Studies, and Asian American and Pacific Islander Studies.” | **CDE Recommends** |
| 146 | CDE | Chapter 3, page 17, lines 425-427 | Change to, “For example, Arab Americans have sometimes been covered within the study of Asian American and Pacific Islander Studies.” | **CDE Recommends** |
| 147 | 9-23-20 Sleeter | Chapter 3, page 18, lines 444–448 | Change to, “While the Ethnic Studies Model Curriculum does not endorse any particular iteration over another, Ethnic Studies educators and administrators are encouraged to consider student demographics, needs, interests, and current events when crafting a course or lesson, as this may help determine what iteration of the field will be most useful for the class.” | **CDE Recommends** |
| 148 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 19, line 470 | Insert missing comma on line 470. | **CDE Recommends**  Minor grammatical error. |
| 149 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 19, line 474 | Remove comma after “Mexican Americans.” | **CDE Recommends**  Minor grammatical error. |
| 150 | 9-30-20 Kalra | Chapter 3, page 20, lines 515–516 | Change to, “Arab American Studies, Southeast Asian Studies, Filipina/o/x Studies, Pacific Islander Studies, Dharmic Studies, Hindu Studies, and South Asian Studies are just a few.” | [intentionally blank] |
| 151 | CDE | Chapter 3, page 21, lines 520-522 | Delete sentence. | **CDE Recommends** |
| 152 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 21, lines 531–533 | Change to, “This course can explore a broad range of topics and events pertaining to the Asian American and Pacific Islander experiences, and examine their contributions to the state and U.S. throughout history.” | **CDE Recommends** |
| 153 | CDE | Chapter 3, page 21, lines 533-535 | Change first part of the sentence to read, “Topics may include: immigration, intergenerational conflict, the myth of the model minority, the incarceration of Japanese Americans during World War II, U.S. Supreme Court Case *Lau v. Nichols* regarding the right to an equal education...” | **CDE Recommends** |
| 154 | 9-22-20 Rothstein Attachment 1 | Chapter 3, page 21, lines 535–537 | Change to read, “…the unique experiences of Middle Eastern populations such as Arabs, Mizrahi Jews, Iranians, Kurds, Coptic-Christians, Yezidis, and others, Filipina/o/x, South Asians, Southeast Asians, East Asians, Pacific Islanders, and U.S. colonialism and imperialism in the Pacific.” | See CDE recommendation below. Proposed edit conflicts with the below. |
| 155 | 9-30-20 Kalra | Chapter 3, page 21, lines 535–537 | Change to read, “…the unique experiences of Arabs and other Middle Easterners, Filipina/o/x, South Asians, Hindu Americans, Southeast Asians, East Asians, Pacific Islanders, and U.S. colonialism and imperialism in the Pacific.” | See CDE recommendation below. Proposed edit conflicts with the above. |
| 156 | 9-30-20 ICS | Chapter 3, page 21, lines 535–537 | Change to read, “…the unique experiences of Southwest Asians (Middle Easterners) such as Arabs, Armenians, Assyrians, Chaldeans, Iranians, Jews, Kurds, Yazidis, South Asians such as Sikhs, Afghans, Bangladeshis, Indians, Pakistanis, and Sri Lankans, Southeast Asians, such as, Cambodians, Hmong, Laotians, Indonesians, Malaysians, Myanmarese, Thais and Vietnamese, East Asians, such as Chinese, Japanese, Koreans, Taiwanese, Filipina/o/x, Pacific Islanders, and U.S. colonialism and imperialism in the Pacific.” | See CDE recommendation below. Proposed edit conflicts with the above. |
| 157 | CDE | Chapter 3, page 21, lines 535–537 | Change to read, “...the unique experiences of Southwest Asians (Middle Eastern populations) such as Arabs, Armenians, Assyrians, Chaldeans, Coptic-Christians, Iranians, Mizrahi Jews, Kurds, and Yazidis, South Asians such as Sikhs, Hindus, Afghans, Bangladeshis, Indians, Pakistanis, and Sri Lankans, Southeast Asians, such as Cambodians, Hmong, Laotians, Indonesians, Malaysians, Myanmarese, Thais, and Vietnamese, East Asians, such as Chinese, Japanese, Koreans, and Taiwanese, Filipina/o/x, Pacific Islanders, and U.S. colonialism and imperialism in the Pacific.” | **CDE Recommends**  Combine the three edits directly above. |
| 158 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 21, lines 533–537 | Change to read, “Topics should include: immigration, intergenerational conflict, the myth and consequences of the model minority, the internment of Japanese Americans, the contributions of Chinese Americans to developing the U.S. railroad system, the contributions of Hmongs to American war efforts in Southeast Asia, Ozawa v. U.S. and U.S. v. Thind on rights to U.S. citizenship based on “whiteness”, U.S. Supreme Court Case *Lau v. Nichols* regarding the right to an equal education, the unique experiences of Arabs and other Middle Easterners, Filipina/o/x, South Asians, Southeast Asians, East Asians, Pacific Islanders, and U.S. colonialism and imperialism in the Pacific.” | Proposed edit conflicts with the above. If this edit is approved, italicize the other USSC cases. |
| 159 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 23, line 588 | Add paragraph, “The Cultural Proficiency Continuum for History–Social Science, based on the work of Geneva Gay, Randall Lindsey, Stephanie Graham and others, provides an example of how ethnic studies can be integrated into history-social science courses. It asks important questions about the content and curriculum materials we use in classrooms. The selection of curriculum content and resources may be intentional or unintentional but are worthy of analysis if we are intent on providing a culturally proficient curriculum for students. In the teaching of history, as described in the History–Social Science Framework for California Public Schools, as a story well told, we need to ask ourselves, whose story are we telling? Which perspectives are shared? What message or agenda is delivered? The Continuum can be found at https://www.lacoe.edu/Portals/0/Curriculum-Instruction/HSS/HSS%20Cultural%20Proficiency%20Continuum%20FINAL.pdf?ver=2020-09-08-142513-047.” | **CDE Recommends**  If edit is approved, italicize the title of the California framework. |
| 160 | 9-23-20 Sleeter | Chapter 3, page 23, line 593 | Add footnote at end of sentence, “Primary grade teachers who are interested in thinking about what Ethnic Studies can look like at their grade level should consult: Ruchi Agarwal-Rangnath, *Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K-2 Classroom*. Teachers College Press.” | If this edit is accepted, also add the book to the Bibliography. |
| 161 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 23, lines 597–599 | Change to, “Adjusting assignments, modes of assessment and readings, as well as pedagogical approach, are most important to consider when modifying the model curriculum to be developmentally appropriate and fit a specific grade level.” | **CDE Recommends** |
| 162 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, pages 23–24, lines 601–603 | Change to, “Examples may include a course on African American, Asian American and Pacific Islander, Native American, or Chicana/o and Latina/o history and how these identities may relate to the mainstream/dominant American culture.” | [intentionally blank] |
| 163 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 24, lines 609–614 | Change to, “In this vein, students could study how Asian Americans like Ozawa and Thind fought in courts for the right to be considered “white” to attain U.S. citizenship, how World War II drew African Americans from the South to California cities like Oakland and Los Angeles, how the Iranian Revolution and its aftermath affected Iranian immigrants in the United States, or how Armenian Americans mobilized to urge the U.S. government to formally acknowledge the Armenian Genocide.” | [intentionally blank] |
| 164 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 24, lines 616–617 | Change to, “Alternatively, a course could hone in on the local community and examine the interactions and coalition-building among a number of ethnic and/or racial groups.” | [intentionally blank] |
| 165 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 24, lines 620–622 | Change to, “As identity and the use of power are central to ethnic studies courses, instructors should reflect critically on their own perspective and personal histories as well as engage students as co-investigators in the inquiry process.” | **CDE Recommends** |
| 166 | 9-30-20 ICS | Chapter 3, page 24, lines 622–626 | Change to, “A wide range of sources (e.g., literature, memoirs, art, music, oral histories) and elements of popular culture can be utilized to better understand the experiences of historically disenfranchised groups—such as Native Americans, African Americans, Chicana/o and Latina/o, and Asian Americans and Pacific Islanders.” | **CDE Recommends**  Combine with edit below. |
| 167 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 24, lines 622–626 | Change to, “A wide range of sources (e.g., literature, court cases, government files, memoirs, art, music, oral histories) and remnants of popular culture can be utilized to better understand the experiences of historically disenfranchised groups—such as Native Americans, African Americans, Chicana/o and Latina/o, and Asian Americans and Pacific Islanders.” | **CDE Recommends**  Combine with edit above. |
| 168 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 25, lines 635–639 | Change to, “Teachers can organize their instruction around a variety of themes, such as the movement to create ethnic studies courses in high schools and universities; personal explorations of students’ racial, ethnic, cultural, and national identities; the history of racial construction, both domestically and internationally; and the influence of the media on the framing and formation of identity and determine outlets and opportunities for students to exercise their civic rights and responsibilities and practice advocating for social and policy changes.” | [intentionally blank] |
| 169 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 25, lines 642–645 | Change to, “To study these themes, students can consider a variety of investigative questions, including large, overarching questions about the definitions of ethnic studies as a field of inquiry, economic and social class in American society, social justice, social responsibility, civic rights and responsibilities, and social change.” | **CDE Recommends** |
| 170 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 25, lines 656–658 | Change to, “Lastly, students may consider how to improve their own community, what constructive actions can be taken, and how they can provide a model for change for those in other parts of the state, country, and world.” | [intentionally blank] |
| 171 | CDE | Chapter 3, page 26, lines 660-661 | Replace existing sentence with, “Increasingly, ethnic studies curricula combine comparative and thematic approaches. The combination of these approaches offer valuable opportunities for students to learn about the similarities as well as differences experienced by two or more groups. In addition, a comparative, thematic course or lesson plan gives teachers the option to include a variety of group experiences over time.” | **CDE Recommends** |
| 172 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 26, lines 672–674 | Change to, “As noted previously, teachers and administrators should consider their local student and community demographics when building the content of their courses while also weaving core understandings on the origins and evolution of race as an American concept is adequately covered.” | [intentionally blank] |
| 173 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 26, lines 679–681 | Change to, “Overall, the thematic and comparative approaches often stress the importance of identifying shared struggles, building unity, developing intercultural communication and competence, and empowering youth to leverage their rights and responsibilities as civic participants in a democratic republic to promote positive change.” | [intentionally blank] |
| 174 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 27, lines 695–697 | Change to, “Asian American and Pacific Islander Studies has grown to incorporate various subfields as a means of including groups that have been historically marginalized and under studied within the field, such as Arab American Studies and will be further developed to cover more of the histories, contributions, politics, and cultures of Asian Americans in the United States.” | [intentionally blank] |
| 175 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 27, lines 697–699 | Change to, “Finally, Native American Studies covers some of the histories, contributions, politics, and cultures of indigenous people in the Americas and will be augmented to more adequately cover their contributions and sacrifices.” | [intentionally blank] |
| 176 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 27, lines 699–703 | Change to, “While the Ethnic Studies Model Curriculum does not endorse any particular field or subfield over another, ethnic studies educators and administrators are encouraged to consider student demographics, needs, interests, and current events when crafting a course or lesson while also highlight critical stories and contributions that all students, no matter what race, should learn about to understand the development and evolution of race as a concept in the US,, as this may help determine what iteration of the field will be most useful for the class.” | [intentionally blank] |
| 177 | 9-23-20 Sleeter, CDE | Chapter 3, page 27, lines 703–705 | Delete sentence, “For example, if you are teaching a class with a large amount of first generation Hmong and Vietnamese students, perhaps a Southeast Asian Studies approach would be most beneficial.” | **CDE Recommends**  Edit overlaps with the one below. If the deletion is not approved, hyphenate “first-generation.” |
| 178 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 27, lines 703–705 | Change to, “For example, if you are teaching a class with a large amount of first generation Hmong and Vietnamese students, perhaps an approach with emphasis on Southeast Asian contributions approach would be most engaging.” | Edit overlaps with the one above. If the edit is approved, hyphenate “first-generation.” |
| 179 | CDE | Chapter 3, page 27, lines 709–710 | Change to, “They will learn about the interlocking systems of oppression and privilege that impact all people.” | **CDE Recommends**  Edit overlaps with the one below. |
| 180 | 9-30-20 Diec 1 | Chapter 3, page 27, lines 709–710 | Change sentence to read, “They will learn about the interlocking systems of oppression and privilege that impact all students.” | Edit overlaps with the one above. |
| 181 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 27, lines 711–713 | Change to, “Students will be exposed to a multitude of histories, perspectives, traditions, and cultures, with the goal of students being able to build critical analytical and intercultural communication skills…” | [intentionally blank] |
| 182 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 28, lines 723–727 | Change to, “The use of a thematic approach to teaching ethnic studies is incredibly generative and empowering as students are able to consider an array of inquiry-based questions—from more overarching questions around racial formation and their own ancestral legacies, to more focused inquiries that may address issues in their communities, like a public health inequity that is being exacerbated because of the racial and/or class make-up—and draw conclusions to inform their action to promote change.” | [intentionally blank] |
| 183 | 9-30-20 Cevallos and Tan Attachment 1 | Chapter 3, page 28, lines 730–731 | Change to read, “Throughout the course, each unit and lesson plan should be founded on the key outcomes of ethnic studies as described in Chapter 1:” | [intentionally blank] |
| 184 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 30, line 776 | Change question 5 to read, “5. How is identity shaped and reshaped by my circumstances, history, ancestry/heritage, or institutions?” | [intentionally blank] |
| 185 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 30, line 776 | Add two new questions: “6. How can we differentiate between our identities as individuals versus our group identities (as part of a race/ethnic, gender, etc.?)  7. How can we become aware of and counteract our own biases based on group identities and those of others and recognize and act on our agency to model and promote more positive moral/ethical behaviors?” | [intentionally blank] |
| 186 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 31, lines 797–799 | Change to, “Other times, especially when we are able to get to know a person, we are able to see past labels and, perhaps, find common ground and value and appreciate differences.” | **CDE Recommends** |
| 187 | 9-22-20 Rothstein Attachment 1 | Chapter 3, page 31, lines 799–805 | Change to read, “Some examples of topics that could be used to explore questions of identity are the "model minority myth" and its historic and contemporary implications for Asian Americans and Pacific Islanders, the experiences of Arab Americans and the rise of Islamophobia and discrimination against Sikhs in the aftermath of 9/11 and the War on Terror, the recent rise in anti-Semitic violence, hatred, and rhetoric, and the way that Native Americans have challenged the use of native iconography and dress for mascots on college campuses and professional sports leagues.” | **CDE Recommends, with modification (move quotes: “model minority” myth)**  Proposed edit conflicts with the below. |
| 188 | 9-30-20 Kalra | Chapter 3, page 31, lines 799–805 | Change to read, “Some examples of topics that could be used to explore questions of identity are the experiences of Arab Americans and the rise of Islamophobia and discrimination against Sikhs in the aftermath of 9/11 and the War on Terror, the recent rise in anti-Semitic violence, and the way that Native Americans have challenged the use of native iconography and dress for mascots on college campuses and professional sports leagues.” | Proposed edit conflicts with the above. |
| 189 | 9-30-20 Diec 1 | Chapter 3, page 31, lines 799–805 | Change to, “Some examples of topics that could be used to explore questions of identity are the "model minority” myth and its historic and contemporary implications for Asian Americans and Pacific Islanders, the experiences of Arab Americans and the rise of Islamophobia and discrimination against Sikhs in the aftermath of 9/11 and the War on Terror, the recent rise in anti-Semitic violence, and the way that Native Americans have challenged the use of native iconography and dress for mascots on college campuses and professional sports leagues.” | Proposed edit conflicts with the above. |
| 190 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 31, lines 807–808 | Change question 1 to read, “1. What does it mean to live on this land? Who may become an American? What happens when multiple narratives are layered on top of each other? Who gets to shape the American narrative? Whose narratives are heard, valued, and captured? How can the American narrative be more inclusive of all its people?” | [intentionally blank] |
| 191 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 31, lines 809–810 | Change question 2 to read, “2. How has American society integrate newcomers? How do newcomers develop a sense of belonging to the places where they have arrived? How does power dynamics affect the integration and belonging process?” | If edit is approved, fix verb agreement in the first sentence. |
| 192 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 31, lines 812–813 | Change question 4 to read, “4. How do ideas or narratives about who may belong in a nation affect immigration policy, the lives of immigrants, and host communities?” | **CDE Recommends** |
| 193 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 31, line 814 | Add a question 6, “6. What needs to change in immigration policy and how can we foster such change?” | [intentionally blank] |
| 194 | CDE | Chapter 3, page 31, lines 815-816 | Change to, “Another theme that this course could focus on is an in-depth study of the migration of various people of color to California.” | **CDE Recommends** |
| 195 | 9-30-20 Diec 1 | Chapter 3, page 32, lines 829–831 | Change to, “Southeast Asian Refugee Crisis – Students can discuss the implications of the Vietnam War on Vietnamese, Cambodian, Hmong, Iu-Mien, and Laotian populations into the 1970s and 1980s.” | **CDE Recommends** |
| 196 | 9-23-20 Sleeter | Chapter 3, pages 32–33, lines 846–849 | Combine sentences to read, “Beyond learning about U.S. intervention in the region, students can explore the experience of recent refugees in California, for example the mass exodus of Salvadorans fleeing the war-torn country during the 1980s, later settling in California in large numbers.” | **CDE Recommends** |
| 197 | 9-22-20 Rothstein Attachment 1 | Chapter 3, page 33, lines 861–862 | Change to read, “Another example is the American Jewish population, including those who immigrated to California from Europe after World War II and the Holocaust, from Arab states after facing escalating oppression and violence, from Iran after the Islamic Revolution, and from the former Soviet Union after a decades-long struggle to be granted the right to leave.” | Proposed edit conflicts with the below. |
| 198 | 9-30-20 Diec 1 | Chapter 3, page 33, lines 860–862 | Combine sentences and add language as follows: “Historical examples include the population of Armenian Americans that settled in California in the aftermath of the Armenian Genocide, the effect that World War II and the Holocaust had upon the American Jewish population, and the Southeast Asian Refugee Crisis.” | **CDE Recommends**  Proposed edit conflicts with the above. |
| 199 | 9-30-20 ICS | Chapter 3, page 33, lines 862–865 | Change to, “A more contemporary study could be based on the migration of Iranians, Iraqis, Syrians, Afghans, along with other refugees from the Middle East to California and the United States as a result of the recent wars in that region.” | **CDE Recommends** |
| 200 | 9-30-20 Kaur Attachment 1 | Chapter 3, page 33, line 869 | Add new section on South Asian migration as follows:  “Students can explore South Asian immigration to California. The challenges and opportunities faced by South Asian immigrants to California will allow students to learn about socio-economic issues, identity, religion, culture, racism, immigration reform and legislation, and political contributions to anti-imperial and anti-colonial movements. For example, the 1800s progressing to the early 20th century saw waves of workers on the Western Pacific Railroad in 1910 and former soldiers who had served in the British colonial army in East Asia. Legislation such as United States vs. Bhagat Singh Thind (1923) and the US Immigration and Nationality Act (1965) affected South Asian immigration significantly. The contributions of Dalip Singh Saund to politics, opened doors for minority communities to rise above prejudice and racism when he became the first-ever Asian, the first Indian, and the first Sikh to be elected to the United States Congress (1957-1963). The founding of Stockton Gurdwara, the first-ever Sikh place of worship in the United States in 1912, served as a focal point for immigrants across communities, and was linked to the founding of the Gadar Party, which opposed British rule in India.” | **CDE Recommends**  If this edit is approved, a section title will be needed to match the current entries. |
| 201 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 33, lines 870–874 | Change to, “In addition to learning more about the history of migration from these various perspectives, teachers can help facilitate discussions on xenophobia and anti-immigrant sentiment, while emphasizing the nation’s history of being a home for immigrants, the merit-based promises offered by a capitalist economy, and the value of having a diverse citizenry, while challenging students to interrogate the conclusions drawn with evidence.” | [intentionally blank] |
| 202 | 9-23-20 Sleeter | Chapter 3, page 34, line 884 | Replace question 1 with, “What is the relationship between individual power and collective power?” | Edit conflicts with the one below |
| 203 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 34, line 884 | Change question 1 to read, “1. What is the relationship between the individual and American society?” | Edit conflicts with the one above. |
| 204 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 34, line 885 | Change question 2 to read, “2. How and why does American society divide people into groups?” | [intentionally blank] |
| 205 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 34, line 886 | Change question 3 to read, “3. How do social systems/perceptions, institutional policies and practices, and cultural backgrounds influence the choices we make?” | [intentionally blank] |
| 206 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 34, lines 887–888 | Change question 4 to read, “4. Is there a social hierarchy in the United States? If so, what is it? And, what are the implications for a society when it categorizes people into a social hierarchy? What are the roles of institutions in promoting or enforcing these social hierarchies?” | [intentionally blank] |
| 207 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 34, line 888 | Add two new questions, “5, How can we facilitate equality and justice for all in a democratic society? What can an individual do differently today to ensure that all voices are represented, valued and heard?  6. How might an individual contribute to our support power inequities unintentionally? How does this apply to your daily life? What biases are you aware of (within yourself and observed in others)? How can you facilitate or promote change?” | [intentionally blank] |
| 208 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 920 | Change question 1 to read, “1. What debates and dilemmas from past historical moments remain unresolved? Why?” | **CDE Recommends** |
| 209 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 921 | Add a new question before the current question 2, “2. What makes a social movement successful or effective? What are the risks? What are the root causes for the success and failures of different social movements?” | [intentionally blank] |
| 210 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 921 | Add a new question before the current question 2, “3. What does equity entail? What is the difference between equality and equity? Why does this matter?” | **CDE Recommends** |
| 211 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 921 | Change existing question 2 to read, “4. How can one make a difference in the community? In society?” | [intentionally blank] |
| 212 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 922 | Add a new question before the current question 3, “5. What are the formal and informal ways of promoting change in our democratic society? How are social movements effective? What are their limitations?” | [intentionally blank] |
| 213 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 35, line 922 | Change existing question 3 to read, “6. What other methods are there to foster equity? What knowledge, skills, and tools are needed to create change in our communities and in our larger society?” | [intentionally blank] |
| 214 | 9-23-20 Sleeter | Chapter 3, page 37, lines 959–962 | Change to read, “For example, Christine Sleeter has produced a Teaching Works article that describes a curriculum planning framework focused on ethnic studies content that is culturally responsive to the lived experience of students, and a book that elaborates on the framework and offers examples.”  Add to footnote: “…, and Christine Sleeter and Judith Flores Carmona, *Unstandardizing Curriculum: Multicultural teaching in the standards-based classroom* (New York: Teachers College Press, 2017). | **CDE Recommends**  If the edit is approved, also add the book to the Bibliography. |
| 215 | 9-30-20 ICS | Chapter 3, page 38, line 965 | Change row 3 in the Sample Lesson Template to read, “Ethnic Studies Values Alignment.” | If edit is approved, make concurring edit on page 39, lines 967–968. |
| 216 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 40, lines 1005–1009 | Change to read, “In other words, when the lesson is concluded, a student should have gained an understanding of the lesson content and be able to apply that knowledge using specific skills. It is essential that lesson objectives be written with active verbs based on cognitive demand (example: students will be able to infer the imperialist motives of Columbus using his journals).” | [intentionally blank] |
| 217 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 40, lines 1012–1013 | Change to, “Framing instruction around questions of significance allows students to have choice and agency to develop and engage with their content knowledge in greater depth.” | **CDE Recommends** |
| 218 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 41, lines 1038–1039 | Change to, “Furthermore, students should be able to apply skills and knowledge learned to solve problems.” | **CDE Recommends** |
| 219 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 41, line 1047 | Add new sentence at end of line, “However, it should be noted that students can be self-directed to share their lived experiences and conduct research to identify more resources for inclusion and further investigation.” | **CDE Recommends** |
| 220 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 42, line 1054 | Add new sentence at the end of the paragraph, “Students and teachers should seize the opportunity to collaboratively learn by together interrogating new resources for their merits and evidence of truth.” | [intentionally blank] |
| 221 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 44, lines 1079–181 | Change to read, “**Unit Enduring Understandings:** An Enduring Understanding is a statement that summarizes important ideas and core processes that are central to a discipline, promotes student engagement, and has real-world applications lasting beyond the classroom.” | [intentionally blank] |
| 222 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 45, line 1105 | Add sentences to end of paragraph, “However, the measure of student engagement should not be limited to the activities in a classroom. Ethnic studies should mobilize students to do something beyond the classroom, to engage with their community and/or take on informed action to address a larger community or societal issue.” | [intentionally blank] |
| 223 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 45, lines 1107 | Change sentence to read, “They should assess understanding, knowledge, skills, and student disposition to take informed action.” | [intentionally blank] |
| 224 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 45, lines 1107–1109 | Change to read, “Summative assessments can be in the form of a culminating writing assignment, a class publication, the delivery of an oral presentation, etc. of the actions the student took to apply the knowledge and skills learned.” | [intentionally blank] |
| 225 | 9-30-20 Lee Hueling Attachment 3 | Chapter 3, page 45, lines 1109–1111 | Combine final two sentences and edit to read, “They should also address the essential questions have provided students the opportunity to demonstrate agency in a real-world context.” | “Address” is probably the wrong verb here. |
| 226 | 9-30-20 Kalra | Chapter 4 (page and line unspecified) | Add these resources to the existing list of student resources:   * Hinduism 101 * Hindu Hate Watch * Holi Toolkit * Working Towards Peace: Understanding the Kashmir Conflict * Examining the Impact of Mahatma Gandhi on Social Change Movements * Luce-Celler Act of 1946 * Hart-Celler Act in 1965 * California Alien Land Law of 1913 * Swami Vivekanada and his impact on Berkeley, California * Swami Vivekananda and his legacy of social justice in the United States * The Dharma of Cezar Chavez * American Veda: From Emerson and the Beatles to Yoga and * Meditation How Indian Spirituality Changed the West * Hinduism in America: A Convergence of Worlds * Essential Hinduism * Dharma in America: A Short History of Hindu-Jain Diaspora * The Guru Chronicles * Swami in a Strange Land: How Krishna Came to the West | It is possible that the commenter meant to suggest these be added to Appendix C, as the Bibliography does not include student resources. The original comment includes links to the organization’s resources and Amazon.com. |
| 227 | 9-29-20 Records et al | Chapter 4 | Add the following titles:  Bronski, Michael. *Queer History of the United States*. Boston: Beacon Books, 2011.  Bronski, Michael. *A Queer History of the United States For Young People*. Boston: Beacon Books, 2019.  Mayo, Cris, and V. Blackburn, Mollie, eds. 2019. *Queer, Trans, and Intersectional Theory in Educational Practice: Student, Teacher, and Community Experiences*. New York: Routledge, 2020.  Meyer, Elizabeth J. *Gender and Sexual Diversity in Schools*. New York: Springer, 2010.  Romesburg, Don, Ed. *The Routledge History of Queer America*. Routledge, 2018.  Rothenberg, Paula and Accomando, Christina Hsu. *Race, Class, and Gender in the United States: An Integrated Study* (Tenth Edition). New York: Worth Publishers, 2016.  Rupp, Leila J. and Freeman, Susan K. Eds. *Understanding and Teaching: U.S. Lesbian, Gay, Bisexual and Transgender History*. The University of Wisconsin Press, 2014.  Stryker, Susan. *Transgender History: The Roots of Today’s Revolution* (Second Edition). Berkeley: Seal Press, 2017. | Note that a Bibliography is not a list of recommended readings, but a list of the sources that were used in the development of the draft. |
| 228 | 9-30-20 ICS | Chapter 4, page 4, lines 88–93 | Move the Paris source after the Ochoa one (alphabetical order). | **CDE Recommends** |
| 229 | 9-30-20 ICS | Chapter 4, page 4, line 94 | Insert, “Omi, Michael, and Howard Winant. *Racial Formation in the United States*. 3rd Edition. New York: Routledge and Kegan Paul, 2014.” | **CDE Recommends** |
| 230 | 9-30-20 ICS | Chapter 4, page 4, line 101 | Insert, “Schaefer, Richard T. *Racial and Ethnic Groups*, 15th Edition. Hoboken, N.J.: Pearson Higher Education, 2019.” | [intentionally blank] |
| 231 | 9-30-20 ICS | Chapter 4, page 5, line 117 | Insert, “Takaki, Ronald. *A Different Mirror: A History of Multicultural America*. Revised Edition. NY: Hachette Book Group, 2008.  Takaki, Ronald. *A Different Mirror for Young People: A History of Multicultural America*. Adapted by Rebecca Stefoff. NY: Seven Stories Press, 2012.” | **CDE Recommends** |
| 232 | 9-30-20 ICS | Chapter 4, page 6, line 132 | Insert, “Wilkerson, Isabel. *Caste: The Origins of Our Discontents.* NY: Random House, 2020.” | [intentionally blank] |
| 233 | CDE | Appendix A | Reorder the appendices as follows: Appendix A: Sample Lessons and Topics, Appendix B: Lesson Resources, Appendix C: UC Approved Course Outlines | **CDE Recommends** |
| 234 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix A (location unspecified) | Add Los Angeles Unified School District Ethnic Studies course (included by commenter as Attachment 3) as an A–G approved course. | [intentionally blank] |
| 235 | CDE | Appendix A, page 1, line 5 | Add the course titles to the Table of Contents. | **CDE Recommends** |
| 236 | 9-22-20 Rothstein Attachment 1 | Appendix A, pages 5–9 | Remove course outline titled “CP Introduction to Ethnic Studies.” | **CDE Recommends** |
| 237 | 9-30-20 ICS | Appendix A, page 8, line 187 | Add footnote to the line that ends “…gaining racial privilege.”  “1.This unit provides an interesting comparative example, however, it is important to note that a significant portion of the Jewish community includes Jews of Color (African Americans, Asian Americans, Chicana/o/x and Latina/o/x-Americans, and Middle Eastern and North African-Americans). To accurately reflect the experiences of Jewish Americans, study of this topic should both recognize the diversity within the Jewish community and the ongoing reality of prejudice and discrimination, which may co-exist with privilege for some fair-skinned Jews.” | The CDE cannot edit the UC-approved course descriptions in Appendix A.[[1]](#footnote-2) |
| 238 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix A, lines 1718–19, 2028–29, 3544, 5133, 6239, 7492 | Remove all references to Franz Fannon. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 239 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix A, page 72, line 1993 | Remove reference to Rabab Abdulhadi. | The CDE cannot edit the UC-approved course descriptions in Appendix A. The comment “9-30-20 ICS” also highlighted this issue. |
| 240 | 9-30-20 Kalra | Appendix A, page 72, line 1994 | Replace book *New South Asian Feminisms: Paradoxes & Possibilities* with *We should all be Feminists* by Chimamanda Ngozi Adichie. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 241 | 9-30-20 Kalra | Appendix A, page 72 (line unspecified) | Insert *Feminism and World Religions* by Arvind Sharma and Katherine K. Young. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 242 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix A, page 74, line 2043 | Remove reference to Mumia Abu Jamal. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 243 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix A, page 72, line 2045 | Remove reference to “Malcolm, Garvey, Huey” by Dead Prez. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 244 | 9-30-20 Kalra | Appendix A, page 80 (line unspecified) | Insert “Examining the Impact of Mahatma Gandhi on Social Change Movements” and “The Dharma of Cezar Chavez” (documents from the HAF web site). | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 245 | 9-30-20 Kalra | Appendix A, page 315 (line unspecified) | Include Swami Viveknanda in Unit 3. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 246 | 9-30-20 Kalra | Appendix A, page 315 (line unspecified) | Include the following places for possible field trips to conduct ethnographic exploration of the ways Asian American Social Movements have transformed higher education:  ● Center for Dharma Studies at UC Berkeley  ● Dharma Civilization Foundation at UC Irvine  ● Vedanta Society of Northern California in San Francisco, CA | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 247 | 9-30-20 Kalra | Appendix A, page 321 (line unspecified) | Add the California Alien Land Law of 1913. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 248 | 9-30-20 Kalra | Appendix A, page 322 (line unspecified) | Add the following to the list of movements:  ● Lala Rajput Rai - UC Berkely - Rai, the founder of the India Home Rule League of America, visited the United States to meet with African Americans and the small Indian community across the country.  ● The Ghadar Party - which raised awareness for those who were part (as leaders and sponsors) of the relatively new civil rights struggle in the United States. | The CDE cannot edit the UC-approved course descriptions in Appendix A. |
| 249 | 9-30-20 Lee Hueling Attachment 3 | Appendix A, page 322, line 8970 | Change to, “Vincent Chin Anti-Scapegoating Movement” | The CDE cannot edit the UC-approved course descriptions in Appendix A, but minor grammatical errors will be fixed during the CDE Press editing process. |
| 250 | 9-30-20 Lee Hueling Attachment 3 | Appendix A, page 332, lines 9222–9224 | Change to, “It introduces students to the ways Native American people are stereotyped, potential reasons for the occurrence of stereotyping, and its negative effects.” | The CDE cannot edit the UC-approved course descriptions in Appendix A, but minor grammatical errors will be fixed during the CDE Press editing process. |
| 251 | 9-30-20 Lee Hueling Attachment 3 | Appendix A, page 336, lines 9341–9343 | Change to, “Lastly, they will be evaluated on the correct use of grammar, punctuation, spelling, and sentence structure and each paragraph should consist of seven to nine sentences.” | The CDE cannot edit the UC-approved course descriptions in Appendix A, but minor grammatical errors will be fixed during the CDE Press editing process. |
| 252 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 3, lines 45–47 | Change to, “The following sample lessons are aligned to the ethnic studies outcomes from chapter 1 and the state-adopted content standards in history–social science, English language arts and literacy, and English language development. | This edit conflicts with the below. |
| 253 | 9-30-20 ICS | Appendix B, page 3, lines 45–47 | Change to, “The following sample lessons are aligned to the ethnic studies values, and to the guiding principles and outcomes from Chapter 1 and the state-adopted content standards in history–social science, English language arts and literacy, and English language development.” | This edit conflicts with the above. |
| 254 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 3, lines 45–47 | Change to, “The following sample lessons are aligned to the ethnic studies values, principles, and outcomes from chapter 1 and the state-adopted content standards in history–social science, English language arts and literacy, and English language development.” | This edit only fixes the typo in the sentence and does not make any other changes. |
| 255 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 3, lines 48–64 | Delete the Guiding Values and Principles. | [intentionally blank] |
| 256 | 9-30-20 ICS | Appendix B, page 3, lines 49–64 | Make concurring edits to the foundational values as listed under Chapter 1. | [intentionally blank] |
| 257 | CDE | Appendix B, page 4, lines 82–83 | Change question 4 to read, “4. How can individuals or groups of people overcome and dismantle systemic discrimination and marginalization, including systemic racism?” | **CDE Recommends**  This edit conflicts with the two below. |
| 258 | 9-30-20 Diec 1 | Appendix B, page 4, lines 82–83 | Change question 4 to read, “4. How can individuals or groups of people dismantle systemic discrimination and racism?” | This edit conflicts with the one below. |
| 259 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, lines 82–83 | Change question 4 to read, “4. How can individuals or groups of people overcome systemic discrimination and marginalization, including systemic racism? What strategies can students take right now to address some of these issues?” | This edit conflicts with the one above. |
| 260 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, lines 85–86 | Change question 1 to read, “1. What does it mean to be inclusive? How is inclusivity achieved? What barriers to inclusivity exist? Included to do what? Why does this matter?” | [intentionally blank] |
| 261 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, lines 87–88 | Change question 2 to read, “2. What does it mean to be marginalized? What does that look like? What does that feel like? What can one do to reduce that marginalization? How do we know the perceived marginalization is not stereotype-threat?” | [intentionally blank] |
| 262 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, line 93 | Add a new question 5, “5. What other strategies, formal and informal, can be utilized? How can allies be developed and become supportive? How are policies and institutions leveraged?” | [intentionally blank] |
| 263 | CDE | Appendix B, page 4, line 95 | Change question 1 to read, “1. What does ethnicity mean? What does race mean? What is the difference between ethnicity and race?” | **CDE Recommends**  Edit conflicts with the one below. |
| 264 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, line 95 | Change question 1 to read, “1. What does ethnicity mean? What does heritage mean? How does ancestry and culture come into play? What do we understand about ourselves as individuals and as part of a group? With whom do we find affinity? Why?” | Edit conflicts with the one above. |
| 265 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 4, lines 96–97 | Change question 2 to read, “2. How are our identities formed? To what extent can a person’s identity change over time? To what extent do our own upbringing and culture instill bias?” | **CDE Recommends** |
| 266 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, lines 98–99 | Change question 3 to read, “3. How much control do we have over our own identities? What external factors influence our identities? How do these identities inform our affinity and our moral obligations?” | [intentionally blank] |
| 267 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 103 | Add a new question 3, “3. What do we need to be able to do to hear perspectives and experiences that are different from ours? How do we effectively engage with opposing or unfamiliar views as part of exercising civil discourse?” | **CDE Recommends** |
| 268 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 113 | Add a new question before the existing question 1, “1. What does it mean to be self-empowered? What can a self-empowered person do?” | [intentionally blank] |
| 269 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 113 | Change existing question 1 to read, “2. What is civic engagement? How is civic engagement carried out? What do we need to know to be civically engaged?” | [intentionally blank] |
| 270 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 114 | Change existing question 2 to read, “3. How can civic engagement lead to or contribute to social change at the local, state or national level?” | [intentionally blank] |
| 271 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 114 | Add a new question after the existing ones, “4. How does public policy impact political, economic, and social constructs? Why is it important to empower students with civic competencies to impact public policy to achieve systemic change?” | [intentionally blank] |
| 272 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 114 | Add a new question after the existing ones, “5. What informed civic action can students take to apply the knowledge and skills acquired to address inequities, racism and other institutionalized constructs by impacting public policy?” | [intentionally blank] |
| 273 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 5, line 122 | Add a new question 5, “5. What can students do to support their community based on their community’s needs?” | [intentionally blank] |
| 274 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 6, lines 124–126 | Change question 1 to read, “1. How do we communicate with others? To what extent do our cultural contexts affect the way we communicate? To what extent does our audience affect the way we communicate? How well do we listen? How well can we hear others, especially with different or opposing views before asserting our own views?” | [intentionally blank] |
| 275 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 6, line 130 | Add a new question 4, “4. How can we model and foster empathetic listening skills?” | **CDE Recommends** |
| 276 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 7, line 133 | Add a new lesson, “Youth-led Participatory Action Research (YPAR)” | See Attachment D.  A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 277 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 7, line 136; page 12, line 242; page 19, line 382; page 29, line 622; page 34, line 736; page 51, line 968; page 58, line 1123; page 67, line 1326; page 79, line 1529; page 87, line 1715; page 94, line 1889; page 114, line 2262; page 124, line 2468; page 136, line 2759 | Remove the specific Ethnic Studies Values and Principles Alignment listed in individual lessons in Appendix B. | This edit conflicts with the one below. |
| 278 | 9-30-20 ICS | Appendix B, page 7, line 136; page 12, line 242; page 19, line 382; page 29, line 622; page 34, line 736; page 51, line 968; page 58, line 1123; page 67, line 1326; page 79, line 1529; page 87, line 1715; page 94, line 1889; page 114, line 2262; page 124. line 2468; page 136, line 2759 | Change to, “Ethnic Studies Foundational Values Alignment.” | This edit conflicts with the one above. |
| 279 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 7, lines 143–145 | Change to, “As part of a larger unit on migration, this lesson guides students to explore their personal stories around how migration and discrimination has impacted their families. The students will learn about how their own family’s migration stories connect to their local history.” | [intentionally blank] |
| 280 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 7, line 153 | Add a new objective 4, “Students may also use information to examine their own community and see how existing attitudes and institutions could be changed to improve the lives of newcomers and ensure acceptance.” | [intentionally blank] |
| 281 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 8, line 155 | Add a new question 2, “How can you and your peers influence and change community organizations, attitudes and institutions to improve the lives of newcomers to the community?” | [intentionally blank] |
| 282 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 8, lines 161–163 | Change to, “2. Introduce the oral history project to the students by letting them know that they will have an opportunity to learn more about their family’s and community’s migration histories. | **CDE Recommends**  Minor grammatical fix. |
| 283 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 8, line 165 | Insert new sentence, “The interviews should also seek opinions on how changes in policy, institutions, and community attitudes could (have) improve(d) the interviewee's experience.” | **CDE Recommends** |
| 284 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 8, line 171–174 | Change to, “Discuss the types of equipment and materials students will need (an audio or video recording device or application, and field notebook); help students come up with questions, discussing the differences between closed and open-ended questions; and begin to introduce transcribing.” | **CDE Recommends**  Minor grammatical fix. |
| 285 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 10, line 217 | Add a new bullet, “What changes are needed to improve the lives of the people who are new to the community? How can these be accomplished?” | [intentionally blank] |
| 286 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 10, line 221 | Add new step 10 as follows:  “10. Students may also use information to examine their own community and develop an action project to change existing attitudes and institutions to improve the lives of newcomers and ensure acceptance. Students apply strategies of civic action:   1. Students research and analyze the root causes of the problem they want to address. 2. Students determine a viable goal for their action project after analyzing the pro and con arguments of a number of options. 3. Students analyze the involvement of various stakeholders, including the power they have to influence policy, and the level of interests in bringing about the needed changes. 4. Students develop strategies and concrete plans to engage, persuade or influence various identified stakeholders, including compelling arguments and evidence for needed social and policy changes. 5. Students apply tools of civic engagement to implement the strategies and plans they developed” | If edit is made, add a period at the end. |
| 287 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 10, line 232 | Add bullet, “Teachers and students may evaluate the application of student applied knowledge to inform their endeavors/actions in bringing about change, with realistic understanding of and patience for broader social impact.” | [intentionally blank] |
| 288 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 11, line 238 | Add the following resources:  California Democracy Schools: https://www.lacoe.edu/Curriculum-Instruction/History-Social-Science/California-Democracy-School  ● Constitutional Rights Foundation - Civic Action Project Toolkit [links to: https://crfcap.org/mod/page/view.php?id=225]  ● Integrated Action Civics [links to: https://ucbhssp.berkeley.edu/teacher-resources/civics]  ● Mikva Challenge [links to: https://mikvachallenge.org/] | If edit is approved, add the links in the text. |
| 289 | 9-30-20 Kaur Attachment 1 | Appendix B, page 11, line 238 | Add the following resources:   * Lesson plan on Sikh immigration to Stockton, California [links to https://www.sikhcoalition.org/get-involved/resources-for-educators/middle-high-school-resources/stockton-california-story-sikh-immigration/] * Viewing and Discussion Guide for CNN’s United Shades Of America episode about the Sikh community in Northern California [links to www.c3teachers.org/wp-content/uploads/2019/08/United-Shades-of-America-\_-Sikhism\_Viewing-Guide\_final.docx] * SAADA: South Asian American Digital Archive [links to https://www.saada.org/theproblem] * Dalip Singh Saund: His Life, His Legacy [links to: https://www.heritageseries.us/dalip-singh-saund] | If edit is approved, add the links in the text. |
| 290 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 13, line 269 | Add to end of current question 3, “What social movements exist today?” | **CDE Recommends** |
| 291 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 13, line 269 | Add new question 4, “What makes social movements successful? What other strategies should be adopted to complement and enhance social movements to increase impact?” | [intentionally blank] |
| 292 | 9-22-20 Rothstein Attachment 1 | Appendix B, page 13, line 279 | Add sentence, “Include as well that in addition to rightfully demanding the inclusion of marginalized communities within higher education, TWLF leaders and activists also promoted destructive ideas such as antisemitism and celebrated Communist revolutionaries responsible for tens of millions of deaths.” | [intentionally blank] |
| 293 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 14, lines 304–306 | Change to, “The groups are also tasked with finding themes, commonalities, connections or discrepancies/conflicts between their four sources while exploring their perspective and points of view.” | **CDE Recommends** |
| 294 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 15, lines 323–325 | Change to, “After all group presentations have been completed, students will have an opportunity to have a class discussion around the factors that made a social movement successful or unsuccessful, the impact of social movements, and what could have been done differently to have an even stronger impact.” | [intentionally blank] |
| 295 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 15, line 326 | Add new step, “10. Students may also examine their own community and see if the need for the social movements still exists today. Students may propose changes to local leaders and participate in programs to resolve problems and create lasting changes.” | [intentionally blank] |
| 296 | CDE | Appendix B, page 17, line 353 | Add new question 6, “6. How does this source relate to current movements for equity?” | **CDE Recommends** |
| 297 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 18, line 370 | Add resource (second-level bullet): “San Francisco State University Archives: SF State College Strike Collection. https://diva.sfsu.edu/collections/strike/7105” | [intentionally blank] |
| 298 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 18, line 372 | Add resource, “#LandBack” | [intentionally blank] |
| 299 | 9-30-20 ICS | Appendix B, page 20, lines 400–402, 409 | Italicize the title of the play, *A Raisin in the Sun.* | **CDE Recommends** |
| 300 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 20, lines 403–405 | Change to, “Research and understand how housing inequality has manifest in the form of institutional racism through racial housing covenants, redlining, white flight, and other forms of social and legalized segregation.” | [intentionally blank] |
| 301 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 20, line 414 | Add question 3, “3. How have the demographics of your community changed or not changed through history? What can be inferred?” | [intentionally blank] |
| 302 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 20, lines 419–421 | Change to, “2. Provide an abbreviated walk-through of how to purchase a home (identifying a realtor, finding a lender, mentioning the Federal Housing Administration and loan underwriters, etc.).” | **CDE Recommends** |
| 303 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 20, lines 422–423 | Change to, “Request for students to research and find evidence of how African Americans have historically been subjected to housing discrimination.” | **CDE Recommends** |
| 304 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, pages 20–21, lines 423–426 | Change to, “Provide the examples of the Federal Housing Administration’s refusal to underwrite loans for African Americans looking to purchase property in white neighborhoods through 1968, and the California Rumford Fair Housing Act (1963–1968) as back up information.” | **CDE Recommends** |
| 305 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 21, lines 426–431 | Split into two sentences and change to, “Furthermore, request for more contemporary examples of housing discrimination against African Americans. Provide backup information on the disproportionate provision of poor quality housing loans (subprime) to African Americans (which ultimately resulted in many African American families losing their homes during the 2008 economic crash and recession), if needed (the use of primary sources such as digital maps are suggested for this part of the lesson).” | **CDE Recommends**  If the edit is approved, hyphenate “poor-quality.” |
| 306 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 22, lines 464–465 | Change to, “Students will conduct research (identifying primary sources) on the history of housing discrimination and redlining across California cities, some of the housing issues today and how different ethnic groups are impacted.” | **CDE Recommends**  Edit overlaps with the one below. |
| 307 | 9-22-20 Rothstein Attachment 1 | Appendix B, page 22, lines 464–465 | Add sentence, “Which groups have been harmed by housing discrimination and redlining in California?” | Edit overlaps with the one above. |
| 308 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 22, lines 466–467 | Change to, “Students will write a standard four paragraph essay or 5–7 minute oral presentation on their research findings and proposals for policy changes.” | If the edit is approved, use “5- to 7-minute.” |
| 309 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 22, lines 470–471 | Change to, “Students will share their research findings and proposals with an audience such as, family, community members, online, elected officials, etc.” | [intentionally blank] |
| 310 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 29, line 619 | Change lesson title to, “African American Movements and Social Change” | [intentionally blank] |
| 311 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 29, line 629 | Add two new paragraphs to the beginning of the Lesson Purpose and Overview section:  “While there are many diverse groups in the United States, their stories are shaped by their different experiences in the housing, health, economic, education, and justice systems. African American social movements have focused on these different areas with the goals of ending discrimination, combatting racism, and seeking access to civic and economic power. The approach taken in the following lesson on the justice system could also be applied to the examination and response to the issues in housing, health, economics and education. In summary, this approach starts with naming the overarching theme, scaffolding research of a contemporary example, and then supporting students to explore other related topics leading to action steps.  In encountering the justice system, African Americans have historically faced disregard for their civil liberties, higher incarceration rates, and systemic police brutality. This last issue has led to some of the most heinous acts of oppression and sparked some the most visible protests by African American movements. | [intentionally blank] |
| 312 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 29, lines 629–637 | Substitute the following for the existing Lesson Purpose and Overview paragraph:  “Students begin by examining contemporary discussions around policing in the U.S., specifically police brutality cases where unarmed African Americans have been killed. They will conduct research on various incidents, examining both scholarly sources and those with particular political perspectives. Students will examine the history of the relationship between the police and the Black community to provide historical context and inform possible solutions. Students will have the opportunity, via a social change project, to address a particular incident or related issues related to policing policies, or other issues within the justice system in general, in their communities and the U.S. more broadly. With regards to skills, students will learn how to conduct research, analyze power and stakeholders, develop change-strategies, and work collaboratively.” | [intentionally blank] |
| 313 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, pages 29–30, lines 641–644 | Change first objective to, “Develop an understanding and analyze the African American Movements, specifically delving into the movement’s history, structure, key organizations, and tactics/actions used to respond to incidents of police brutality.” | [intentionally blank] |
| 314 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, lines 645–646 | Change second objective to, “Identify how African Americans have historically been disproportionately impacted by racial profiling and police brutality in the U.S.” | **CDE Recommends** |
| 315 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, line 646 | Add new objective 3, “Apply social change models to develop an action plan to address general or specific issues related to the justice system’s impact on the Black community.” | [intentionally blank] |
| 316 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, lines 648–649 | Replace first question with, “1. How has African American protest been shaped by historical and contemporary events and conditions / and what types of protest were used? How did these influence change?” | [intentionally blank] |
| 317 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, line 650 | Add new question before current question 2: “2. How do these movements and organizations share characteristics and historical connections with the black freedom movements of the past?” | [intentionally blank] |
| 318 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, line 650 | Change existing question 2 to, “3. What can be done to end the systemic racism seen in the unequal treatment of African Americans by the justice system?” | [intentionally blank] |
| 319 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, lines 656–659 | Change to, “Link this incident to the other protests within the local community or in other communities. Be sure to provide some context on the movement, including its history, organizations associated with the movement, key activists and leaders, the policy platform, tactics, and key incidents the movement has responded to.” | [intentionally blank] |
| 320 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 30, line 666 | Add a new lesson step before the current step 4:  “4. Explore historical context through the analytical lenses of continuity/change and cause/consequence:   1. Contextualize the issue of police violence by examining the origins and history of the role of the police and mass-incarceration in the Black communities, including the impact of the Fugitive Slave Act, Black Codes, the War on Drugs, the 1994 Crime Bill among others. 2. Provide a chronology of the events of the movements for Black freedom movement. 3. Use the Black Panther Party 10 Point Platform and the Platform of the Movement for Black Lives to explore multiple points of view and change over time.” | [intentionally blank] |
| 321 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, pages 30–31, lines 666–680 | Replace the existing step 4 with the following:  5. In groups of four, students select an issue relating to the justice system that has been a focal point within the Black movement. Each group is responsible for researching the following:   1. Describe the issue and the surrounding details. 2. What are the arguments? Present all sides. 3. Investigate the underlying context: Research the root causes of the issue. 4. What is the legal context surrounding the issue? (e.g., stand your ground, stop and frisk, noise ordinance, police officers bill of rights, cash bail system, 3-Strikes laws, prison abolition, the death penalty, etc.)? 5. What was/has been the community’s response? Were there any protests or direct actions? If so, what types of tactics did activists employ? 6. What organizations are working to address this issue? 7. What social changes, political changes, or policy changes occurred or are being proposed to address the underlying issue?” | **CDE Recommends** |
| 322 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 31, lines 681–686 | Change existing step 5 to read, “6. Students are encouraged to identify sources online (including looking at social media posts or hashtags that feature the issue they are studying), examine scholarly books and articles, and even contact non-profits or grassroots organizations that may be organizing around the issue. Stress the importance of students being able to identify credible primary sources.” | [intentionally blank] |
| 323 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 31, lines 687–694 | Change existing step 6 to read, “7. As a second component of this lesson, each group is tasked with developing and implementing a response to the issue. Students must come up with and implement an idea/plan of how they would help advocate for change in their communities.” | [intentionally blank] |
| 324 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 32, lines 695–697 | Change existing step 7 to read, “8. Students should be provided sufficient time to produce their individual “social change” projects, whether it be drawing a protest poster or drafting and implementing a plan for direct action.” | [intentionally blank] |
| 325 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 32, line 699 | Change first bullet to, “Students will research issues surrounding the impact of the justice system on African American communities and respond to key questions.” | **CDE Recommends** |
| 326 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 32, lines 700–702 | Change second bullet to, “Students will complete an action-oriented “social change” assignment where they are expected to address an issue concerning the justice system.” | [intentionally blank] |
| 327 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 32, line 706 | Add resources:  “Integrated Action Civics model for student civic engagement in the context of course content. [links to: https://ucbhssp.berkeley.edu/teacher-resources/civics]  - Organizing Against Police Violence Over Time [no link provided]” | [intentionally blank] |
| 328 | CDE | Appendix B, page 32, lines 708–709 | Change to, “The following list of sample topics is intended to help ethnic studies teachers develop content for their courses. It is not intended to be exhaustive; however it should be instructive as to the pedagogical approach that allows African agency to be at the center of any discourse or lesson about African American people.” | **CDE Recommends** |
| 329 | CDE | Appendix B, page 32, line 710 | Change to, “Emergence of Humans in Africa” | **CDE Recommends** |
| 330 | CDE | Appendix B, page 32, line 711 | Insert new bullet, “Classical Africa” | **CDE Recommends** |
| 331 | CDE | Appendix B, page 32, line 711 | Change to, “Great African Empires and Kingdoms: Ghana, Mali, Songhay, Zimbabwe, Kongo, Asante, and Yoruba” | **CDE Recommends** |
| 332 | CDE | Appendix B, page 32, line 712 | Change to, “The European Slave Trade (Portuguese, British, Dutch, French, Italian, Spanish, German, Swedish etc.) and the New African Diaspora” | **CDE Recommends** |
| 333 | CDE | Appendix B, page 32, line 713 | Insert new bullet, “The African Presence in the Americas: Brazil, Mexico, Colombia, and the Caribbean” | **CDE Recommends** |
| 334 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 32, lines 714–715 | Delete parenthetical (i.e., change to read, “Evolution of Black Political and Intellectual Thought”). | This edit conflicts with the one below. |
| 335 | CDE | Appendix B, page 32, lines 714–715 | Change to, “African American Philosophy and Philosophers” | **CDE Recommends**  This edit conflicts with the one above. |
| 336 | CDE | Appendix B, page 32, line 716 | Change to, “African Americans in the West” | **CDE Recommends** |
| 337 | CDE | Appendix B, page 32, line 717 | Insert new bullet, “African Americans and Progressive Politics” | **CDE Recommends** |
| 338 | CDE | Appendix B, page 32, line 717 | Change to, “The NAACP and the Anti-Lynching Movement” | **CDE Recommends** |
| 339 | CDE | Appendix B, page 33, line 719 | Insert new bullet, “Literary Contributions” | **CDE Recommends** |
| 340 | CDE | Appendix B, page 33, line 720 | Change to, “African Americans React to Mass Incarceration” | **CDE Recommends** |
| 341 | CDE | Appendix B, page 33, line 721 | Change to, “Contemporary Immigration from the African World” | **CDE Recommends** |
| 342 | CDE | Appendix B, page 33, line 722 | Change to, “African Americans and the Military” | **CDE Recommends** |
| 343 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 33, line 723 | Change bullet to read, “Approaches and Accomplishments of the Civil Rights and Black Power Movements”. | **CDE Recommends** |
| 344 | CDE | Appendix B, page 33, line 724 | Change to, “Black Women Respond to Sexism/Racism/Patriarchal Discrimination” | **CDE Recommends** |
| 345 | CDE | Appendix B, page 33, line 726 | Insert new bullet, “The African American Influence on Sport and Entertainment” | **CDE Recommends** |
| 346 | CDE | Appendix B, page 33, line 726 | Change to, “African Americans in the City” | **CDE Recommends** |
| 347 | CDE | Appendix B, page 33, line 727 | Delete bullet. | **CDE Recommends** |
| 348 | CDE | Appendix B, page 33, line 728 | Change to, “African American Food, Medicine, Healing, and Spirituality” | **CDE Recommends** |
| 349 | CDE | Appendix B, page 33, line 730 | Change to, “#BlackLivesMatter respond to Police Brutality” | **CDE Recommends** |
| 350 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 34, lines 744–747 | Change to, “In this lesson students will study how the effects of the Civil War in El Salvador in the 1980s prompted the initial surge of migration from El Salvador to the United States, and the push and pull factors that have impacted immigration from El Salvador since then.” | **CDE Recommends** |
| 351 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 35, lines 754–756 | Change to, “Identify the major shifts in U.S. immigration policy since 1965, explaining the events that caused the changes in policies, the groups impacted, the specific regulations, the positive and negative effects, and the restrictions or limitations of the policies.” | **CDE Recommends** |
| 352 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 35, lines 759–760 | Change to, “Analyze the pros and cons of recent policies that affect different groups of immigrants from El Salvador. | [intentionally blank] |
| 353 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 36, line 799 | Add two lesson steps c. and d. as follows:  “c. How do your new insights change your perspective of your local community?  d. What changes would you like to see at the local, state, or national level?” | [intentionally blank] |
| 354 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 38, line 843 | Add new step 8:  “Students may investigate how local communities are affected by immigration policies and what institutions are being used to support current immigration policies and practices. At the same time, students may examine what resources are available for those afflicted by current policies.” | **CDE Recommends** |
| 355 | 9-30-20 Cevallos and Tan Attachment 1 | Appendix B, page 43 | Change definition of interpersonal racism to read, “Examples of interpersonal racism include the following––what some members of an ethnic group do to members of a different ethnic group up close––racist jokes, stereotypes, beatings and harassment, threats, etc.” | **CDE Recommends** |
| 356 | 9-30-20 Kalra | Appendix B, page 47 (line unspecified) | Add the following topics: the Luce-Celler Act of 1946 and the Hart-Celler Act in 1965 (includes link to https://www.hinduamerican.org/projects/hindu-hate-watch). The following language was provided by the commenter:  “President Harry Truman signed the Luce-Celler Act of 1946, which permitted Hindus and others previously excluded from becoming citizens to be naturalized. It also set up a quota of 100 individuals per year to immigrate to the United States from India.  Congress passed the Hart-Celler Act in 1965, which scrapped the quota based on national origin, replacing it with a preferences-based system. This set the stage for a significant population of Hindus to immigrate to the United States.” | [intentionally blank] |
| 357 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 50, line 962 | Add a new item 3: “3. Students may present their findings to local, state, and national policymakers and suggest ways to improve the lives of migrant people and undocumented immigrants and provide alternatives to current policies and practices.” | [intentionally blank] |
| 358 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 54, line 1038 | Change to, “Have students find Michoacán and Boyle Heights using print or electronic maps.” | **CDE Recommends** |
| 359 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 57, line 1116 | Add new bullet, “After performances, students lead discussions with different audiences and use these conversations to begin advocacy for changes in their communities.” | [intentionally blank] |
| 360 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 68, line 1349 | Add new question 3, “3. How can we, and/or American society, better engage with, include, or support Hmong Americans as equals while honoring their unique experience?” | [intentionally blank] |
| 361 | 9-30-20 Diec 1 | Appendix B, pages 68–69, lines 1351, 1380 | Split lesson into two days. On line 1351, add “Day 1 - Hmong Immigrant Experience and Hmong Americans”. On line 1380, add “Day 2 – Compare and Contrast of Genders in the Hmong Community”. Add an extra bullet at the end of Day 1: “As homework, students can conduct research on outstanding questions from the first activity of the lesson.” | **CDE Recommends** |
| 362 | 9-30-20 Diec 1 | Appendix B, page 68, lines 1357–1359 | Change to read, “3. The teacher presents some basic information about the Hmong. The teacher asks students what type of information would be useful in learning more about the Hmong community, and writes the answers on the white board.” | **CDE Recommends** |
| 363 | CDE | Appendix B, page 68, line 1370 | Add to the end of the current paragraph: “Teachers should tell students that the following videos can be traumatizing for some. After each video the teacher can provide students time to process the information they saw through discussion and reflection that is facilitated by the teacher.” | **CDE Recommends**  This edit conflicts with the one below**.** |
| 364 | 9-30-20 Diec 1 | Appendix B, page 68, lines 1366–1370 | Change to read, “6. The teacher leads a deeper discussion about the Hmong experience in the U.S., focusing on the essential questions. After warning students about the content, the teacher shows a video interview of a Hmong couple who immigrated to the U.S. Following the video, students will need time to process the information. There should be a discussion or reflection that is facilitated by the teacher after students finish processing. Note that the videos have subtitles and that students should think about the hardships that these immigrants endured to get to the U.S as they watch the video:” | This edit conflicts with the one above. |
| 365 | 9-30-20 Diec 1 | Appendix B, page 70, lines 1397–1398 | Change bullet to read, “feeling like they need more support to succeed in school, but failing to receive that support within the American education system”  OR  Delete bullet. | **CDE Recommends (first option)**  Two options provided by the commenter. |
| 366 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 71, line 1431 | Add new bullet vi, “vi. What are the cultural differences between school staff and black, Latino, and Hmong students?” | [intentionally blank] |
| 367 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 71, line 1431 | Add new lesson step 9.d. as follows:  “d. What current school policies should be changed to eliminate criminalization of youth and create acceptance?   1. How should school leaders and civic leaders change policing practices? What could students do to facilitate policy changes? 2. What persuasive arguments would students make to promote positive change in their local communities? Who should they be collaborating with? What strategies can they deploy to take action to support and advocate for the needs of their community?” | [intentionally blank] |
| 368 | 9-30-20 Diec 1 | Appendix B, page 74, lines 1493–1496 | Change bullet to read, “Although the Hmong fall under the category of Asian American in the U.S., they endure one of the highest poverty rates at 37.8 in 2004 among all ethnic groups so they do not receive the services they need because they have been lumped into the Asian American group, which is an aggregate of more than 25 ethnic groups that have diverse histories and experiences in the United States.” | **CDE Recommends** |
| 369 | CDE | Appendix B, page 80, lines 1554–1556 | Change to, “1. Provide an introduction of the United Farm Workers movement, highlighting the work of Larry Itliong, Philip Vera Cruz, Cesar Chavez, Dolores Huerta, and others, while foregrounding the goals, tactics, and accomplishments of the movement.” | **CDE Recommends** |
| 370 | 9-30-20 Kalra | Appendix B, pages 82, 85 (lines unspecified) | Add resource, “Examining the Impact of Mahatma Gandhi on Social Change Movements” (links to https://www.hinduamerican.org/wp-content/uploads/2020/05/HAFN\_19\_050-GandhiLessonPlan\_r4.pdf). | **CDE Recommends** |
| 371 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 85, line 1698 | Add new paragraph, “Students may advocate for local communities resources to be used to enrich and expand cultural activities and performances that are reflective of current and past people.” | If edit is adopted, either make “communities” singular or use possessive. |
| 372 | CDE | Appendix B, page 87, lines 1725–1727 | Change to, “Asian Americans and Pacific Islanders have played an integral part as active labor organizers and strikers throughout history to fight racism and exploitation.” | **CDE Recommends** |
| 373 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 87, line 1728 | Fix typo in date (should be “1869”). | **CDE Recommends** Typographical error. |
| 374 | CDE | Appendix B, page 87, lines 1730–1731 | Change to, “Key Terms and Concepts: systems of power, assimilate, transcontinental, Central Pacific Railroad Company (CPRR), congenial, amassed, worker exploitation” | **CDE Recommends** |
| 375 | CDE | Appendix B, page 87, lines 1733–1734 | Change objective 1 to, “1. Understand how Asian Americans and Pacific Islanders have been active labor organizers and strikers throughout history to fight racism and exploitation.” | **CDE Recommends** |
| 376 | CDE | Appendix B, page 88, lines 1739–1742 | Change first two questions to, “1. How have Asian Americans and Pacific Islanders (AAPI) responded to repressive conditions in U.S. history?  2. What role have AAPIs played in the labor movement?” | **CDE Recommends** |
| 377 | 9-30-20 Kalra | Appendix B, pages 88, 91 (lines unspecified) | Add resource, https://guides.lib.berkeley.edu/echoes-of-freedom/chapter3. | This link returned a Page Not Found error. |
| 378 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 89, lines 1787–1788 | Change to, “Based on the interviews in the video, why is it important to recognize the contributions of Chinese laborers?” | **CDE Recommends** Minor grammatical fix. |
| 379 | CDE | Appendix B, pages 90–91, lines 1818–1824 | Create a new numbered list that replaces the existing text as follows:   1. Show video on YouTube: https://www.youtube.com/watch?v=ttuDlv3bST4, ask students to 173-1740focus on the contributions and hardships experienced by Chinese laborers while building through the Sierras. 2. Split students into groups and have them brainstorm a list of ways that the Golden Spike Foundation could recognize the contributions of Chinese laborers and how they can increase awareness of their contributions. Then, compose a professional, persuasive letter to the committee that explains why the Chinese contributions to the railroad should be recognized and how that can be achieved. Include concrete information from the resources you have examined over the course of this lesson, including specific quotes and examples. | **CDE Recommends** |
| 380 | CDE | Appendix B, page 91, line 1836 | Insert new resource: “The Chinese Railroad Workers in North America Project Exhibit: This exhibit from Stanford University contains interviews, historical documents, and artifacts. https://exhibits.stanford.edu/crrw” | **CDE Recommends** |
| 381 | CDE | Appendix B, page 91, line 1836 | Correct name of author, “Quan, Rick.” | **CDE Recommends** |
| 382 | CDE | Appendix B, page 92, line 1852 | Insert new resource after line: “Campling, Laurence (Director). “Work of Giants” (Chinese workers building tunnel through the Sierras). https://www.youtube.com/watch?v=ttuDlv3bST4” | **CDE Recommends** |
| 383 | CDE | Appendix B, page 92, line 1863 | Insert new resource: “CBS Sunday Morning “Building the Transcontinental Railroad”. This CBS segment covers the 150th anniversary of the Transcontinental Railroad and highlights the Chinese labor force. https://www.youtube.com/watch?v=moDvjW9Z6\_I” | **CDE Recommends** |
| 384 | CDE | Appendix B, page 96, line 1952 | Add a line return after “Palau” (so new bullet would read, “Polynesia: Hawaiian Islands, Samoa, American Samoa, Tonga, Tuvalu, Tokelau, Wallis and Futuna, the Cook Islands, French Polynesia, Niue, Easter Island, Pitcairn, Norfolk, and New Zealand”) | **CDE Recommends** |
| 385 | CDE | Appendix B, page 100, lines 2040–2043 | Reinsert hyperlinks that were left out of the Second Field Review posting, as follows:   1. What Census Calls Us: A Historical Timeline (https://drive.google.com/file/d/1EcQI9DyVTfc69YsA6qWe18WWmj8MN75c/view) 2. Excerpt of Community of Contrasts - Executive Summary and Demographics (5-10) (https://www.advancingjustice-la.org/sites/default/files/A\_Community\_of\_Contrasts\_NHPI\_US\_2014.pdf) 3. The State of Higher Education in California (https://www.advancingjustice-la.org/sites/default/files/2015-State-of-Higher-Education\_AANHPI2.pdf) | **CDE Recommends** |
| 386 | CDE | Appendix B, page 100, line 2043 | Add a new resource to the list above:   1. Lisa Kahaleole Hall - Which Of These Things Are Not Like The Other (pages 729-733, 736-738) (https://pistudies.weebly.com/resources.html) | **CDE Recommends** |
| 387 | CDE | Appendix B, page 101, line 2066 | Insert a new step 2, as follows:   1. Teacher hands out an excerpt of “Our Sea of Islands” by Epeli Hau’ofa (https://savageminds.org/wp-content/image-upload/our-sea-of-islands-epeli-hauofa.pdf) (pages 6-11), and after student finish they participate in a think, pair, share to answer: 2. How does Hau’ofa discuss the perspectives of the Pacific as *islands in a far sea* versus Oceania as *our sea of islands*? 3. Teacher facilitates class discussion to tie in mapping, race, genealogy and the importance of storytelling. | **CDE Recommends** |
| 388 | CDE | Appendix B, page 102, line 2072 | Add a new entry after current entry b, as follows:   * 1. The Question of Guam (http://webtv.un.org/search/fourth-committee-3rd-meeting-general-assembly-72nd-session/5595945643001/?term=&lan=english&cat=4th%20Committee&page=9) - United Nations testimony (Testimony is shared in this video from 2:48:13-2:52:02)  1. Discussion: What stood out to you about these stories? Why is it important to learn about Pacific experiences by listening to/reading the stories of Pacific peoples? | **CDE Recommends** |
| 389 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 111, line 2214 | Insert at the top of the list, “US vs Ozawa & US vs Thind (on the definition of being “white” for citizenship)” | [intentionally blank] |
| 390 | 9-30-20 Kalra | Appendix B, page 111 (line unspecified) | Add the following to the list of Additional Sample Topics:   * Examining the Impact of Mahatma Gandhi on Social Change Movements (links to https://www.hinduamerican.org/wp-content/uploads/2020/05/HAFN\_19\_050-GandhiLessonPlan\_r4.pdf) * Luce-Celler Act of 1946 (links to https://www.hinduamerican.org/projects/hindu-hate-watch) * Hart-Celler Act in 1965 (links to same page as above) * California Alien Land Law of 1913 (links to https://lawreview.law.ucdavis.edu/issues/44/3/Concept%20of%20Asia%20in%20International%20Law/Aoki.pdf) * Swami Vivekanada and his impact on Berkeley, California (links to https://southasia.berkeley.edu/celebrating-vivekananda-about) | [intentionally blank] |
| 391 | 9-30-20 Diec 1 | Appendix B, pages 111–113 | Change all references to Asian American to Asian American and Pacific Islander throughout these pages. | **CDE Recommends** |
| 392 | CDE | Appendix B, page 115, line 2290 | Insert a new Step 1: “1. Show internet search engine public images of American Indians. How might these images portray public opinion of American Indians?” | **CDE Recommends** |
| 393 | CDE | Appendix B, page 118, line 2374 | Insert a new Step 2: “2. Show images of mascots from Indian Schools like Haskell University, and Sherman Indian High School. Students are asked to use the information given in Day 2 to analyze and write in letter form, why these mascots are acceptable or not acceptable.” | **CDE Recommends** |
| 394 | CDE | Appendix B, page 119, line 2388 | Insert a new Step 6: “Students will go beyond sports to evaluate the use of other American Indian images in popular culture. Show images of products that use native American imagery, and Halloween costumes. Students write an essay providing their critical analysis of the use of these images.” | **CDE Recommends** |
| 395 | CDE | Appendix B, page 120, lines 2406–2407 | Change first sentence to, “Students will engage in class dialogue and debate around Native American tribes using or allowing use of their tribe as a mascot.” | **CDE Recommends** |
| 396 | CDE | Appendix B, page 120, line 2415 | Insert new bullet, “Students will analyze and evaluate the impact of Native American imagery beyond sports in a five paragraph essay on social, economic, legislative, and historic factors.” | **CDE Recommends** |
| 397 | CDE | Appendix B, page 125, line 2489 | Add a new objective 4, “4. Understand the environmental issues that affect the Native American traditions and the fragility of Mother Earth.” | **CDE Recommends** |
| 398 | 9-30-20 ICS | Appendix B, page 126, lines 2528–2531 | Delete unnecessary hyphen before the hyperlink, “After splitting the class into two groups, have the first group read an excerpt from *An Indigenous People’s History of the United States* (http://www.beacon.org/An-Indigenous-Peoples-History-of-the-United-States-P1164.aspx, click on “Excerpt”). | **CDE Recommends** |
| 399 | 9-30-20 ICS | Appendix B, pages 126–127, lines 2531–2533 | Delete these lines.  OR  Replace with, “Meanwhile, have the second group read Andrew Jackson’s “1830 Message to Congress on Indian Removal” (provided below)” | [intentionally blank] |
| 400 | CDE | Appendix B, page 127, line 2544 | Change to, “Create four stations…” | **CDE Recommends** |
| 401 | CDE | Appendix B, page 127, line 2556 | Add new step d, “After reading and sharing thoughts about the enduring relationship to Mother Earth, students will explore different tribal creation stories that demonstrate the importance of the environment and the Native American people. Students are given Chapter 2 Naming p. 28 - 29 (*California Through Native Eyes; Reclaiming History*, William J. Bauer Jr.) to read before researching a creation story from different local or regional tribes to review the relationship of the people and the land. | **CDE Recommends** |
| 402 | CDE | Appendix B, page 128, lines 2560–2561 | Change to, “Should our school begin assembly announcements with a land acknowledgement?” | **CDE Recommends** |
| 403 | CDE | Appendix B, page 129, lines 2596–2598 | Change to, “Teachers should also consider hosting a larger event where other students, faculty, parents, and community members can hear the students present their school land acknowledgement statements for possible adoption by school community.” | **CDE Recommends** |
| 404 | 9-30-20 ICS | Appendix B, page 130, line 2628 | Delete.  OR  Replace with, ““Andrew Jackson’s 1830 Message to Congress on Indian Removal” (see transcript below).” | [intentionally blank] |
| 405 | 9-30-20 ICS | Appendix B, pages 131–135, lines 2634–2754 | If replacements above are made, replace the excerpt with the following:  “From Andrew Jackson’s 1830 Message to Congress on Indian Removal  It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation. Two important tribes have accepted the provision made for their removal at the last session of Congress, and it is believed that their example will induce the remaining tribes also to seek the same obvious advantages.  The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves. The pecuniary advantages which it promises to the Government are the least of its recommendations. It puts an end to all possible danger of collision between the authorities of the General and State Governments on account of the Indians. It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters. By opening the whole territory between Tennessee on the north and Louisiana on the south to the settlement of the whites it will incalculably strengthen the southwestern frontier and render the adjacent States strong enough to repel future | [intentionally blank] |
| 405 | 9-30-20 ICS | Appendix B, pages 131–135, lines 2634–2754 | **(continued)**  invasions without remote aid. It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions; will retard the progress of decay, which is lessening their numbers, and perhaps cause them gradually, under the protection of the Government and through the influence of good counsels, to cast off their savage habits and become an interesting, civilized, and Christian community.  What good man would prefer a country covered with forests and ranged by a few thousand savages to our extensive Republic, studded with cities, towns, and prosperous farms embellished with all the improvements which art can devise or industry execute, occupied by more than 12,000,000 happy people, and filled with all the blessings of liberty, civilization and religion? | [intentionally blank] |
| 405 | 9-30-20 ICS | Appendix B, pages 131–135, lines 2634–2754 | **(continued)**  The present policy of the Government is but a continuation of the same progressive change by a milder process. The tribes which occupied the countries now constituting the Eastern States were annihilated or have melted away to make room for the whites. The waves of population and civilization are rolling to the westward, and we now propose to acquire the countries occupied by the red men of the South and West by a fair exchange, and, at the expense of the United States, to send them to land where their existence may be prolonged and perhaps made perpetual. Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions. Does Humanity weep at these painful separations from everything, animate and inanimate, with which the young heart has become entwined? Far from it. It is rather a source of joy that our country affords scope where our young population may range unconstrained in body or in mind, developing the power and facilities of man in their highest perfection. These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this | [intentionally blank] |
| 405 | 9-30-20 ICS | Appendix B, pages 131–135, lines 2634–2754 | **(continued)**  Government when, by events which it can not control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.  And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement.” | [intentionally blank] |
| 406 | CDE | Appendix B, page 137, line 2784 | Add a new question 4, “4. What laws protect modern cemeteries and why aren’t ancient cemeteries given the same protections? What happens to the burials?” | **CDE Recommends** |
| 407 | 9-30-20 Lee Hueling Attachment 3 | Appendix B, page 140, line 2880 | Add bullet, “Students may also present findings to local leaders and participate in the discussions about local land use and the protection of sacred sites.” | [intentionally blank] |
| 408 | CDE | Appendix B, page 140, line 2882 | Add new resources at the top of the list:   * West Berkeley Shellmound Website. Includes articles, history and visuals https://shellmound.org/ * “Beyond Recognition” Documentary explores the struggle to preserve Native American and Ohlone culture and homeland in the ever shifting Bay Area, https://underexposedfilms.com.beyond-recognition * Sororea Te Land Trust, First Urban Indigenous Land Trust in the Country Website. Lisjan (Ohlone) History and current work in the Bay Area. https:sogoreate-landtrust.org/lisjan-history-and-territory/ | **CDE Recommends** |
| 409 | CDE | Appendix B, page 141, line 2898 | Insert resource:   * “Shellmound” – Documentary produced by Andres Cediel – UC Berkeley Graduate School of Journalism. About the Emeryville Shellmound and Mall. https://www.newday.com/film/shellmound | **CDE Recommends** |
| 410 | CDE | Appendix B, page 141, line 2900 | Change to, “*An Indigenous People’s History of the United States*. By Roxanne Dunbar-Ortiz". | **CDE Recommends** |
| 411 | CDE | Appendix B, page 141, line 2902 | Add two new resources at the end of the list:   * *A Cross of Thorns*. By Elias Castillo https://eliasacastillo.net/ * *An American Genocide*. By Benjamin Madley | **CDE Recommends** |
| 412 | 9-29-20 Records et al | Appendix B | Commenter suggested adding several of the lessons below in a section labeled “Intersectionality and LGBTQ Identities”:  Audre Lorde and Intersectionality (One Archives Foundation) -  https://www.onearchives.org/lgbtq-lesson-plans/  Audre Lorde’s letter of multiple identities (Our Family Coalition) - http://www.lgbtqhistory.org/lesson/through-analyzing-audre-lordes-essay-on-multiple-identitiesand-systems-of-oppression-how-do-power-and-privilege-impact-the-relationships-people-have-with-each-other-as-well-as-with-institut/  Gender Roles in the U.S. (Our Family Coalition) - http://www.lgbtqhistory.org/lesson/shifting-gender-roles-in-the-us/  Intersectionality (Our Family Coalition) - http://www.lgbtqhistory.org/lesson/crash-course-in-intersectionality/  Teaching at the Intersections (Teaching Tolerance) - https://www.tolerance.org/magazine/summer-2016/teaching-at-the-intersections  Understanding Gender Identity (Our Family Coalition) - http://www.lgbtqhistory.org/lesson/understanding-gender-identity/ | Lessons are not in the ESMC format. |
| 413 | 9-30-20 Diec 1, 9-30-20 Chang | Appendix B, page 111 | Add lesson, “Vietnamese American Experiences – The Journey of Refugees” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 414 | 9-30-20 Diec 1 | Appendix B, page 111 | Add lesson, “The Immigrant Experience of Lao Americans” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 415 | 9-30-20 Kaur Attachment 1 | Appendix B, page 111 | Add lesson, “The Sikh-American Community in California” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” If this lesson is added, CDE recommends combining it with language from Attachment E (see comment 446). |
| 416 | 9-25-20 Chang, 9-30-20 Chang | Appendix B, page 111 | Add lesson, “Korean American Experiences and Interethnic Relations” to the Asian American and Pacific Islander section. | See Attachment D.  A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 417 | 9-25-20 Chang | Appendix B, page 111 | Add lesson, “Col. Young Oak Kim—War Hero, Public Servant, Identity” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 418 | 9-25-20 Chang | Appendix B, page 111 | Add lesson, “Community, Struggle, Voice, Identity: Korean American Leader Dosan Ahn Chang Ho” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 419 | 9-30-20 Oh Attachment 2 | Appendix B, page 111 | Add lesson, “Korean American Unity for Independence (1920 to 1945)” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 420 | 9-30-20 Oh Attachment 2 | Appendix B, page 111 | Add lesson, “The Korean Independence Movement in the U.S. and Its Significance for the Korean American Community in the early 20th century” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 421 | 9-30-20 Oh Attachment 2 | Appendix B, page 111 | Add lesson, “Dr. Sammy Lee” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 422 | 9-30-20 Oh Attachment 2 | Appendix B, page 111 | Add lesson, “Korean Popular Culture in the United States” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 423 | 9-30-20 Fa and Lee Attachment | Appendix B, page 111 | Add lesson, “Important Asian American Historical Figures” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 424 | 9-30-20 Chang | Appendix B, page 111 | Add lesson, “The Japanese American Incarceration Experience through Poetry and Spoken Word - A Focus on Literary Analysis and Historical Significance” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 425 | 9-30-20 Chang | Appendix B, page 111 | Add lesson, “Indian American Diaspora, Myths of the Model Minority” to the Asian American and Pacific Islander section. | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 426 | 9-30-20 Levin Attachment | Appendix B (location unspecified) | Add submitted lesson, “Antisemitism and Middle Eastern-American Jews.” | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” If this lesson is added, CDE recommends combining it with language from Attachment E (see comment 446). |
| 427 | 9-30-20 Lee and Fa 2 Attachment | Appendix B, page 111 | Add submitted lesson, “Asian Americans and the Model Minority Myth” to the Asian American and Pacific Islander section. | See Attachment D. Overlaps with the proposed edit below; this submission is not identical to the 2019 version. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 428 | 9-30-20 Diec 1 | Appendix B, page 111 | Restore lesson from the 2019 draft, “Myths and Realities Surrounding the Asian Pacific Islander American Community,” with the edits below. | See Attachment D. Overlaps with the proposed edit above. |
| 429 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 162, lines 3334–3337 | Change to read, “Furthermore, students will understand how this label for the Asian American becomes a hindrance to expanding democratic structures and support, and worst how it creates a division among the Asian American community and places a wedge between them and other oppressed groups including but not limited to African Americans.” | [intentionally blank] |
| 430 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 165, lines 3395–3399 | Change to read, “5. Of the various stereotypes listed are, “Asians are smart,” “Asians are good at math,” and “Asians are successful”. State that these stereotypes are a product of the model minority myth. Ask students if they know what the model minority myth is. If someone raises hand, have student answer. Afterwards explain to the class that they’ll be examining the effects of the model minority myth in society. If nobody raises their hand, just do the latter part. Project images of William Petersen’s 1966 New York Times article, “Success Story: Japanese American Style” on the board or screen. Also provide a quick summary of the article’s main point.” | [intentionally blank] |
| 431 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 165, lines 3414–3415 | Change to read, “8. Teacher models counter arguments. For homework, asks students to list three counter arguments refuting Petersen’s article. In addition to developing counter arguments, have students also research case studies or situations in which the model minority myth has impacted Asian Americans (i.e. Vincent Chin case, Southeast Asian youth with low education attainment, etc.).” | [intentionally blank] |
| 432 | 9-30-20 Lee and Chhoeng Attachment | Appendix B, page 111 | Add submitted lesson, “Cambodian Americans – Deportation Breaking Families Apart” to the Asian American and Pacific Islander section. | See Attachment D. Overlaps with the proposed edit below; this submission is not identical to the 2019 version. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 433 | 9-30-20 Diec 1 | Appendix B, page 111 | Restore lesson from the 2019 draft, “Cambodian Americans – Deportation Breaking Families Apart,” with the edits below. | See Attachment D. Overlaps with the proposed edit above. |
| 434 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 191, lines 3943–3945 | Change to, “This act focuses on deporting Cambodian Americans with felony convictions for petty crimes even after they have served their time.” | [intentionally blank] |
| 435 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 191, lines 3945–3946 | Change existing sentence and add another as follows: “Over 1,000 Cambodian Americans have been deported back to Cambodia to live in a society that is unwelcoming to them. It is also important to note that those departed back to Cambodia are sent to a country where they often do not have familial or social connections.” | [intentionally blank] |
| 436 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 192, lines 3969–3970 | Change to, “This caused a period of time called the Killing Fields in which 10-30% of the population, or 1.2 million to 2.8 million people, were killed.” | [intentionally blank] |
| 437 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 193, lines 3985–3986 | Change to, “2. Understand the specific issues that Cambodian Americans face, including high poverty rates, high incarceration rates, high rates of deportations, and the school, to prison, to deportation pipeline.” | [intentionally blank] |
| 438 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 193, lines 3398–4001 | Remove first activity. | [intentionally blank] |
| 439 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: pages 193–194, lines 4005–4010 | Replace steps 3 and 4 with the following: “Students can watch “My Cambodia” and “My Cambodian American,” short videos produced by the Stanford Program on International and Cross-Cultural Education. SPICE also provides public teacher guides that include reflection questions for students after watching the video.” | Resource links were not provided by the commenter. |
| 440 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 195, line 4045 | Change to, “Given the community’s history of forceful displacement and lack of social and economic support resettling into the United States, are these deportations fair?” | [intentionally blank] |
| 441 | 9-30-20 Diec 1 | May 2019 Draft Chapter 2: page 196, lines 4067–4069 | Change second bullet to, “Research an organization that is helping the families and report back on ways in which people can support, such as the Asian Prisoner Support Committee, Southeast Asia Resource Action Center, Asian Law Caucus, Center for Empowering Refugees and Immigrants, Asian American Advancing Justice- Los Angeles, Asian Pacific Islander Re-entry Orange County (APIROC), and APIRISE.” | [intentionally blank] |
| 442 | 9-30-20 Elgenaidi Attachment 2 | Appendix B (location unspecified) | Add submitted lesson, “Introducing Narratives.” | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 443 | 9-30-20 Elgenaidi Attachment 2 | Appendix B (location unspecified) | Add submitted lesson, “Introducing Dominant Narratives.” | See Attachment D. A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 444 | 9-30-20 Lee and Fa Attachment 1 | Appendix B (location unspecified) | Add submitted lesson, “Important Historical Figures Among People of Color.” | See Attachment D. Submitters provided two versions of this lesson; the second uses “hxrstory.” A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” |
| 445 | CDE | Appendix B, Page 141, Line 2906 | Add new bullet: Five Phases- American Indian History   * Pre-Contact- Creation Stories * Contact- Benevolent to Confrontational * Reservations- Governmental Patrilineage * Termination- Political Genocide * Self Determination- Indian Definition | **CDE Recommends** |
| 446 | 9-30-20 Elias Attachment | Appendix B (location unspecified) | Add submitted lesson, “Jewish Americans: Identity, Intersectionality, and Complicating Ideas of Race.” | See Attachment D.  A version of this lesson with suggested edits by CDE was posted in the subfolder, “Publicly-Submitted Lessons with CDE Edits.” If this lesson is added, CDE recommends combining it with language from Attachment E (see comment 447). |
| 447 | CDE | Appendix B | Insert language from Attachment E, “Additional Language for Appendix B” at the end of Appendix B as a new section. If the IQC approves them, insert the following lessons in this section:   * The Sikh-American Community in California * Antisemitism and Jewish Middle Eastern-Americans * Jewish Americans: Identity, Intersectionality, and Complicating Ideas of Race * Arab American Stereotypes in Literature, Film, and Media Pre- and Post-9/11 * Armenian Migration Stories and Oral History | **CDE Recommends**  See Attachment D. |
| 448 | CDE | Appendix C, page 13, line 311 | Insert new resource as follows:  *Understanding Universe of Obligation*  This lesson uses resources from *Holocaust and Human Behavior* to prompt students to explore the ways that individuals, groups, communities, and nations define who belongs and who does not. For detailed information, see https://www.facinghistory.org/holocaust-and-human-behavior/understanding-universe-obligation. | **CDE Recommends** |
| 449 | 9-30-20 Lee Hueling Attachment 3 | Appendix C, page 15, line 355 | Add a new resources section as follows:  Resources to strengthen Ethnic Studies with Civic Engagement  [Please see CDE’s webpage on Resources to Support Civic Engagement at https://www.cde.ca.gov/pd/ca/hs/civicengprojects.asp for more civic engagement resources. Examples include:]  Center for Civic Education’s Project Citizen  California Democracy School Project  Generation Citizen  Literacy & The Law  Mikva Challenge Action Civics  Constitutional Rights Foundation’s Civic Action Project  Integrated Actions Civics  iCivics  YPLAN | No links were provided. The text in brackets was provided by the commenter. |
| 450 | CDE | Appendix C, Page 141, Line 2906 | Add new bullet: Five Phases- American Indian History   * + - 1. Pre-Contact- Creation Stories       2. Contact- Benevolent to Confrontational       3. Reservations- Governmental Patrilineage       4. Termination- Political Genocide       5. Self Determination- Indian Definition | **CDE Recommends** |
| 451 | 9-29-20 Records et al | Appendix C | Commenter suggested adding several of the resources below in a section labeled “Intersectionality and LGBTQ Identities”:  Intersectionality TED Talk - Kimberle Crenshaw -  https://www.ted.com/talks/kimberle\_crenshaw\_the\_urgency\_of\_intersectionality  Gender Spectrum - https://genderspectrum.org/articles/educator-resources  Provides a variety or resources for educators including understanding gender identity with current definitions.  Our Family Coalition / LGBTQ History Lessons - http://www.lgbtqhistory.org/  Provides lesson plans related to LGBTQ+ history, identity and gender.  One Archives Foundation LGBTQ History Lessons - https://www.onearchives.org/education/  Provides primary sources and lesson plans related to LGBTQ+ history, identity and gender.  Podcast: Making Gay History Podcast [links to https://makinggayhistory.com/]. Eric Marcus, New York, 2016-2019.  Provides discussions and resources about LGBTQ+ individuals in history that could be integrated into Ethnic Studies courses.  Podcast: History is Gay Podcast [links to https://www.historyisgaypodcast.com/]. Leigh Pfeffer and Gretchen Jones, 2018-2019. | If edit is approved, place all links in the text. |
| 451 | 9-29-20 Records et al | Appendix C | **(continued)**  Provides insights about LGBTQ+ and identity topics and individuals in history.  Podcast: Queer America [links to https://www.tolerance.org/podcasts/queer-america]. Teaching Tolerance.  Provides academic conversations by historians and professors regarding various LGBTQ+ history and identity topics. | If edit is approved, place all links in the text. |

California Department of Education, November 2020

1. California *Education Code* Section 51226.7 requires the ESMC to include examples of UC-approved LEA course descriptions, and Appendix A provides such examples; therefore, the CDE cannot edit the course descriptions in Appendix A. [↑](#footnote-ref-2)