

Ethnic Studies Curriculum Reference Points

Per California Department of Education

LINK: <https://www.cde.ca.gov/ci/cr/cf/esmc.asp>

Definition per CDE: *“Ethnic studies is an interdisciplinary field of study that encompasses many subject areas including history, literature, economics, sociology, anthropology, and political science. It emerged to both address content considered missing from traditional curriculum and to encourage critical engagement.”*

ISSUE	CDE REFERENCE	DETAILS	MISC NOTES
<p>BLACK LIVES MATTER</p>	<p>Sample Lesson 2: Social Movements and Student Civic Engagement</p> <p>Sample Lesson 9: #BlackLivesMatter and Social Change</p>	<p>Sample Lesson 2 tries to connect the Civil Rights and BLM movements. Their approach and ideology couldn't be any more different. One was peaceful and unifying, one was divisive and destructive.</p> <p>Sample Lesson 9 directly promotes BLM and its toxic narratives.</p>	<p>Lesson 9 Key Terms and Concepts: <i>Racial profiling, oppression, police brutality, social movements, resistance</i></p>
<p>CRITICAL RACE THEORY</p>	<p>“Fostering Democratic Classrooms”</p> <p>Sample Lesson 6: Classical Africa and Other Major Civilizations</p> <p>Sample Lesson 5: Introducing Dominant Narratives</p>	<p>This introduction exemplifies just how much CRT is laced into the entire curriculum. “...four primary themes of the model curriculum: Identity, History and Movement, Systems of Power, Social Movements and Equity.”</p> <p><i>“Critique empire-building in history and its relationship to white supremacy, racism and other forms of power and oppression...</i></p> <p><i>challenge racist, bigoted, discriminatory, imperialist/colonial beliefs and practices on multiple levels”</i></p> <p>Sample Lesson 6 further discusses “colonization.”</p> <p>Both sections utilize the common Leftist talking points of colonization and imperialism in relation to White</p>	<p>FDC - <i>“cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and Black Indigenous People of Color (BIPOC)”</i> This is another way of encouraging victim-mindset</p> <p>Sample Lesson 6 portrays Africans as victims to the entire world. Africa's history amongst its own countries is not acknowledged.</p>

		<p>Supremacy. They portray White Europeans as the only demographic to practice imperialism. It fails to acknowledge how other nations ALL practiced imperialism and that Africans sold each other out to slavery. They continue to do so to this day.</p> <p>This section is laced with unnecessary emphasis on race through skewed historical analysis.</p> <p>To my knowledge, nowhere in the curriculum does it discuss the enslavement or “colonization” of European peoples--further feeding a one-sided narrative.</p> <p>Sample Lesson 5: <i>“narratives around gender roles, body types, power, family, immigration, age, ability are all around us. They repeat to us who is dangerous, who is a hard worker, who is lazy, who is attractive, who deserves power.”</i></p> <p>This will turn into an attack on wealthy White Men by allegeding that they’re the root of oppression.</p>	<p>Guiding Question: <i>What does it mean to be marginalized? What does that look like? What does that feel like?</i></p> <p>Sample Lesson 5 encourages students to dive deeper into stereotypes and outdated racial narratives. This will inevitably create tension, conflict and division in the classroom. It is unnecessarily introducing racist beliefs to students.</p>
<p>POLITICAL BIAS</p>	<p>Sample Lesson 4: Introducing Narratives</p>	<p>Sample Lesson 4 forces students to analyze both sides of the political spectrum. While this can be (and hopefully is) eye-opening, it is likely that many Californian teachers will emphasize the Left-wing perspective as the truth. Students may feel forced to agree for a passing grade.</p> <p><i>“Consider how “conservative” and “liberal” news outlets, for example, often cover the same event but tell completely different stories about it. Depending on which news outlet you read/watch/listen to, you will form an opinion about an event that will vary slightly or greatly from one news outlet to the next.”</i></p>	

<p style="text-align: center;">GENDER</p>	<p>Sample Lesson 5: Introducing Dominant Narratives</p> <p>“Additional Sample Topics” -- <i>The Black LGBTQIA Experience</i></p>	<p>Gender roles are repeated throughout the document pertaining to sexism and gender bias. This mixed with the sporadic mentioning of LGBT experiences will likely lead down the ever-expanding LGBT agenda and normalization of disputing biological gender roles.</p>	<p>Sample Lesson 5: <i>“How do Tita, Josefina, and Armida work with or against their gender roles to survive and achieve success? In what ways is Hason privileged by these traditional gender roles? In what ways is he hindered by traditional expectations?”</i></p>
<p style="text-align: center;">IMMIGRATION</p>	<p>Chicana/o/x and Latina/o/x Studies</p> <p>Sample Lesson 11: Salvadoran American Migration and Collective Resistance</p> <p>Sample Lesson 12: US Undocumented Immigrants from Mexico and Beyond</p>	<p>Sample Lesson 11 seems to justify illegal immigration and heavily focuses on how Salvadoran immigrants are oppressed in America. Questions like <i>“What new insights do you have about immigration to the United States?”</i> are encouraging students to empathize with those who come here illegally.</p> <p>Sample Lesson 12 - <i>“Students will learn about...the impact of drug cartels and lack of opportunities in Mexico and how that factors into people’s decision to emigrate.”</i></p>	<p>Each of the <i>“Chicana/o/x and Latina/o/x Studies”</i> lessons gaslights students by failing to acknowledge why America needs to be strict on illegal immigration and the negative society and economic effects from those undocumented.</p>

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