

**DC STATE BOARD OF EDUCATION  
Monthly Meeting  
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**Testimony Presented by:  
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Hi, I'm Chamiya Carnathan, also a student at School Without Walls

**Needs to be more specific:**

To compare the revised standards and the older version, there is even less specific information now on Asia and Asians. For example, the older version covered the history of Southeast Asia, including Southeast Asia's involvement in wars. The standards also included the perspectives of Asians and named individuals such as Emperor Hirohito. But the revised standards do not include details of Asia. In another example, the older version of the standards for World History I detail the Tang Dynasty's reunification of China and the causes for the growth of Buddhism in Tang China, Korea, and Japan. However, in the updated version, standard 22 reads: "Compare and contrast tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, Islam, Buddhism and Confucianism." There are many standards like this that broadly include all continents. There was more specificity in the older version. Also, there is less specificity regarding Asia since the World History II standards barely mentioned Asia's involvement in World War II and did not offer specific names and events. Look at standard 42: "Analyze the causes and events of World War II in Africa, Asia, Europe, and the Americas."

**Needs to be less Eurocentric:**

The standards mainly focused on the West's influence across the world including Asia. In World History II, standard 5 states, "Explain the historical context of 'Eurocentrism' and the lasting social, political, and economic impacts on countries ... in Africa, Asia, Europe, Latin America, and the Caribbean and our understanding of sources from the past." The rest of the standards for World History II are to evaluate, explain, and assess European political, cultural, social, and economical influence on Asia and other countries. These standards do not represent Asia as a continent with its own history but rather a continent that has thrived or suffered because of Europe.

**Needs more direct exposure to Asian/AAPI people, communities, and stories:**

We suggested that the revised standards should go beyond the focus on wars, governments, and political leaders of the past to actually expose DC students to Asians/AAPI people in communities today. But, there are no mentions of these kind of standards like the older version. For example, in the older version, Grade 3 standards stated that local major monuments and historical sites should be recognized, such as the Vietnam Veterans and Iwo Jima Memorials, as well as discussing the various communities in DC, such as Chinatown. But, the only specific new standard that mentioned different communities was standard 33 in DC History and Government, which mentions Chinatown as an option. We asked for more exposure to Asian Americans/AAPI and OSSE has not listened to us.

**Needs to be more Asia/AAPI content in earlier grades:**

Our first recommendation was to see Asia and Asian Americans included from the earliest grades. We believe that showing films and reading books with Asian/AAPI representation at young ages will help dispel or prevent stereotypes. What we've found with the new standards is no explicit Asia/AAPI content until some ancient Chinese history in grade 2 and some American history standards in grade 5. This is not enough.