

K-5			
Line Number	Passage	Comment	Suggested Rewording
561	Quality literature books may be shared to help students acquire		
562	deeper insights into life in the past and the cultures from which the families came;		
563	the stories, games, and festivals parents or grandparents might have enjoyed as		
564	students; the work that students as well as their families would have been		
565	expected to do; their religious practices; and the dress, manners, and morals		
566	expected of family members at that time. Students are encouraged to compare		
567	and contrast their daily lives with those of families who have lived in the past. To		
568	deepen student understanding and engagement, students can read Dear Juno		
569	by Soyung Pak and The Boy with Long Hair by Pushpinder (Kaur) Singh.	Students would benefit from learning about diverse cultures and religious traditions here, and providing examples of additional quality books would help further that goal.	students can read Dear Juno by Souyng Pak, The Boy with Long Hair by Pushpinder (Kaur) Singh, Finders Keepers! by Robert Arnett, and It's Time for Holi! by Amita Roy Shah and Diane Lucas.
939	The story of California begins in pre-Columbian times, in the cultures of the		
940	American Indians who lived here before the first Europeans arrived. The history		
941	of California then becomes the story of successive waves of immigrants from the		
942	sixteenth century through modern times and the enduring marks each left on the		
943	character of the state. These immigrants include (1) the Spanish explorers,		
944	Indians from northern Mexico, Russians, and the Spanish-Mexican settlers of the		
945	Mission and Rancho period, known as "Californios," who introduced European		
946	plants, agriculture, and a herding economy to the region; (2) the people from		
947	around the world who settled here, established California as a state, and		
948	developed its mining, industrial, and agricultural economy; (3) the Chinese,		
949	Japanese, Korean, Filipino, Sikhs, and other immigrants of the second half of the	While the majority of immigrants from India or South Asia were Sikh, many were Hindu and Muslim. Given that the remaining groups are referred to by ethnicity or nationality, it would be more appropriate to say South Asians (from current-day India and Pakistan).	Japanese, Korean, Filipino, South Asians (from current day India, Bangladesh, and Pakistan), and other immigrants...
950	nineteenth century, who provided a new supply of labor for California's railroads,		
951	agriculture, and industry and contributed as entrepreneurs and innovators,		
952	especially in agriculture; (4) the immigrants of the first half of the twentieth		
953	century, including new arrivals from Latin America and Europe; and (5) the		
1183	They analyze how California's leadership in		

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1184	computer technology, science, the aerospace industry, agricultural research,		
1185	economic development, business, and industry depends on strong education for		
1186	all.	Students would benefit from learning about the contributions of immigrants, including Indian Americans, to the development of various industries in California. Indian Americans, for instance, have played an indispensable role in helping the Silicon Valley develop its computer technology industry.	Addition -- Students learn about the role of immigrants, including Indian Americans, in developing Silicon Valley's computer technology industry.
1195	this trade. They learn about the contributions of immigrants to California and		
1196	United States history, such as Dalip Singh Saund, a Sikh immigrant who was the	In most historical accounts, Dalip Singh Saund is referred to and self-identifies as an immigrant of Indian origin. Many of his own writings demonstrate this fact, including My Mother India, a book written by Saund in 1930.	United States history, such as Dalip Singh Saund, an Indian immigrant who was the...
1197	first Asian American to serve in the United States Congress.		