

Public Input Template–2020 Ethnic Studies Model Curriculum

May 2019 Draft

(Download and use to provide specific recommendations)

Include the chapter of the model curriculum, the page number, and line number(s) to ensure that the California Department of Education and Instructional Quality Commission can reference the content of the document when reviewing your comments. Please email this document as a Word document to ethnicstudies@cde.ca.gov. You may contact Kenneth McDonald, Education Programs Consultant, at kmcdonal@cde.ca.gov with any questions regarding this template or the public input process.

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
General	<i>David Jurkovich, retired public high school teacher</i>	I submitted earlier comments that were pointed out to me as being negative without offering positive solutions. So I am submitting these comments as possible positive solutions.
Glossary		Pg 2, Lines 42-47: Capitalism. Use unbiased, actual definition such as: Capitalism is an economic system using free market, private enterprise businesses to provide goods and services for others based on their needs and wants. It is a consumer driven economy. (Then within the curriculum use true historical facts to show how this system has had both good and bad results. Example: good – it allowed for the raise of the middle class with the increase in the standard of living. Bad: the exploitation of the workers of all ethnicities but resulting in the rise of labor unions – including the United Farm Workers – which improved working conditions and wages.) By starting with a neutral and truthful definition and using balanced actual historical facts, the students can then use their critical thinking skills to reach their own conclusions. That's education rather than indoctrination. The student knows how to think not what to think.
Glossary		Pg 14: Add definition of Socialism: Socialism: an economic system using the government to centrally plan and control the economy by using government bureaucrats deciding what and how much to produce and set the prices to charge. It is a government driven economy. (Then within the curriculum use true historical facts to show how this system has had both good and bad results. Example: Good – I don't know one. Bad: USSR, Venezuela, Cuba, Somalia... I did not include Europe because those countries are not socialist economies – they use capitalism to pay for their social welfare programs).