

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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	William Rae	The whole thing is a bunch of Liberal propaganda and should be thrown away. It is no wonder that test scores keep going down. Adoption of this will lead to the end of public schools as parents send their children to private and charter schools to learn English, Math, and History (not Herstory or Hexrstory).
Chapter 1	William Rae	Pg. 11 Line 245.. ‘Ethnic Studies should be an essential core component of every students’ K–12 education experience.’ I thought that English, Math, History, and Science were the core subjects. What kind of job requires ethnic studies?
Chapter 1	William Rae	<ol style="list-style-type: none"> <li>1. Pg. 13 Lines 298 – 315. ‘cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color;</li> <li>2. celebrate and honor Native People/s of the land and communities of color by providing a space to share their stories of struggle and resistance, along with their intellectual and cultural wealth;</li> <li>3. center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;</li> </ol>

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		<ol style="list-style-type: none"><li>4. critique empire and its relationship to white supremacy, racism, patriarchy, cisheteropatriarchy, capitalism, ableism, anthropocentrism, and other forms of power and oppression at the intersections of our society;</li><li>5. challenge imperialist/colonial hegemonic beliefs and practices on the ideological, institutional, interpersonal, and internalized levels;</li><li>6. connect ourselves to past and contemporary resistance movements that struggle for social justice on the global and local levels to ensure a truer democracy; and</li><li>7. conceptualize, imagine, and build new possibilities for post-imperial life that promotes collective narratives of transformative resistance, critical hope, and radical healing.<sup>17</sup></li></ol> <p>This is just Brain Washing and dividing students by ethnic groups. It is wrong and will continue the trend that Asian students score best and black students score worst on the SAT tests.</p>
Chapter 1	William Rae	<p>Pg. 18 Line 247. ‘Their projects need to influence, educate, advocate or speak truth to power. For example, if students decide they want to advocate for voting rights for undocumented immigrant residents at the school district or city elections, they can develop arguments in favor of such a city ordinance and then plan a meeting with their city council person or school board member.’ You are suggesting that students should advocate for allowing criminals to vote. This is over the top for me. I do not want my taxes used to support such propaganda. Just keep teaching the white history that made our country great and the envy of the world.</p>