

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)
Sample Lesson Plans	Marvin Younger Private citizen	Page 268 line 5802 – makes a tacit assumption that terrorists are political prisoners rather murderers of civilians. Diversity is to acknowledge all sides. Further the whole song does nothing to demonstrate the benefits of diversity in making California great!
Sample Lesson Plans		Page 234 – the BDS movement is an international issue with two sides to the story. It is not a California story
Sample Lesson Plans		Page 267 – line 5774 diversity curriculum is to find reasons to appreciate those who came here not whether the ones who stayed behind are politically persecuted
Introduction		Introduction – In teaching diversity, the lack of material regarding the positive contribution that Jewish citizens have made to California is a glaring omission. In these times when we need to teach respect for all those who are “other”, this is something that need be included