

## 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 ARNOLD GREGG CITIZEN TAXPAYER	Comment (include page and line numbers where applicable)
<i>[Enter the Chapter Number here, or just “General” for a comment that applies to the entire document.]</i>	ARNOLD GREGG CITIZEN TAXPAYER	<i>[Include the page and line number(s) here–Write your comment here]</i>  It appears there was an arbitrary deadline of Aug. 15 <sup>th</sup> for submissions. Since the e-dog ate my original copy, I am sending this ASAP and ask for the humanistic understanding and compassion of the authors in taking my submission into consideration.
1		English translation please, this is meaningless edu-speak - “It is from communities of color and our intergenerational worldviews, memories Further, it is the xdisciplinary, loving, and critical praxis of holistic humanity – as educational and racial justice., experiences, identities, narratives, and voices. It is the study of intersectional and ancestral roots, coloniality, hegemony, and a dignified world where many worlds fit, for present and future generations. “
1		Purer gibberish - Ethnic Studies also examines borders, borderlands, mixtures, hybridities, nepantlas, double consciousness, and reconfigured articulations, even within and beyond the various names and categories associated with our identities.

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1		The sole purpose of this program appears to be the deconstruction of our society through race baiting, class warfare, history revisionism, and the promotion of socialist economic dogma. I can see how this is possible with teachers being awarded credentials without the requirement of ever having to take college level economics courses. Your statements of “Ethnic Studies courses, teaching, and learning will 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;” clearly demonstrate the re-educational propagandistic agenda of the proposed curriculum. This is a complete waste of valuable teaching resources and taxpayer funds.
		Frankly, I couldn’t get beyond Chapter 1 of your proposal because of it’s incomprehensible language and lack of a clear mission statement. The bottom line is, this should be scrapped and an objective needs assessment be made before embarking on anything resembling an ethnic studies program is again attempted.