

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	<p><i>Cavan C. Holliday</i> <i>Rancho Cordova CA</i></p> <ul style="list-style-type: none"> • <i>Resident of California</i> • <i>Former teacher (20 years)</i> • <i>Mother and grandmother of California students</i> 	<p><i>1) The exclusion of several important ethnic groups has already been decried in the press.</i></p> <p><i>2) My main objection is to the barbaric manner in which English is used throughout the documents. They would score no higher than 3 on the SAT.</i></p> <p><i>3) Rather than write a set of standards for the teaching of Ethnic Studies, the writers propose a new language considerably less successful than Esperanto and, one hopes, equally short-lived</i></p> <p><i>4.) Ethnic Studies should be taught in California public schools. This is not Ethnic Studies.</i></p>
Glossary p 8 Line 182- 185	(only one example) =>	<p><i>Changing “history” to herstory or hXtory demonstrates the writers’ ignorance of etymology. History has nothing to do with sexuality or gender; its recent root is “to enquire,” “to tell a story,” and the Indo-European root has to do with wisdom or wit.</i></p>