

## 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	Susan Shachar Educational Consultant	The curriculum tends to proselytize and inculcate rather than open students' minds to weigh information and analyze. Choices are often funneled as though they are choices but are actually points of view already formulated. An example is when students can select to advocate for immigrant voting rights by developing arguments that would be presented at a community forum rather than perhaps taking the opposing viewpoint. There is a positive stance towards the BDS movement in the way it is characterized as having the aim to "achieve freedom through equal rights and justice." Having taught debate and also having worked with gifted students for over 10 years, I push my students to investigate both points of view, dig deep, and defend both points of view as an exercise in development of their own critical thinking skills. The curriculum needs the input of diverse perspectives from its writers and planners. It needs careful revision so that differences of opinion and perspective are respected and weighed. These are challenging, worthwhile, and relevant topics and deserve an openness to debate and discussion.