

## 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	Jacqueline Zuanich-Ferrell	<p>According to the draft curriculum, the “guiding values and principles” of each lesson in ethnic studies will “cultivate empathy,” share stories of “struggle and resistance” and “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.”</p> <p>It’s beyond troubling that “capitalism” is included on the roll call of oppression. Capitalism is the economic system of a free country. It represents voluntary trade to mutual benefit, without government coercion. It has been the means of humanity’s greatest advances in human lifespan, technological achievement and standard of living.</p>

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		<p>Teaching high school students that capitalism is oppression, without examining the outcomes of some of history's other paths, is not education. It is leftist propaganda.</p> <p>The ethnic studies curriculum appears to be one-sided by design, perhaps out of a belief that every other part of a student's education is presented from the "imperialist/colonial hegemonic" point of view.</p> <p>I recommend throwing away this curriculum guide.</p>