

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)
intro-overviewsmc.docx General	James Eron, 3 rd /7 th grade parent Palo Alto, CA	intro-overviewsmc.docx – Thank you for your hard work, but as a parent with a 3 rd and 7 th grader, I am VERY CONCERNED about the CA “Ethnic Studies” initiative. Shall we instead call it “Brainwashing Your Children into Supporting our Agenda for People of Color in the United States.” As you know, children are extremely susceptible to what they hear, good and bad. In reading the documents, I feel the entire initiative is POLITICALLY MOTIVATED and has an agenda promoted by a niche minority for their own purposes. Reading the outline, this is not about celebrating many cultures and the benefits of diversity – but rather a critique of “settler colonialism, imperialism, and white supremacy”.
intro-overviewsmc.docx Row 304	James Eron, 3 rd /7 th grade parent Palo Alto, CA	3. <i>center and place high value on pre-colonial, ancestral, indigenous, diasporic, familial, and marginalized knowledge;</i> 4. <i>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</i> THIS IS POLITICALLY MOTIVATED.
intro-overviewsmc.docx Row 343	James Eron, 3 rd /7 th grade parent Palo Alto, CA	<i>Community- Ethnic Studies teaching and learning is meant to serve as a bridge between educational spaces/institutions and community. Thus, encouraging students to use their knowledge to become agents of change, social justice organizers and advocates, and engaged global citizens.</i> YOU ARE ENLISTING OUR CHILDREN TO BE AGENTS OF YOUR CHANGE.

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intro-overviewesmc.docx Row 393	James Eron, 3 rd /7 th grade parent Palo Alto, CA	<i>Inquiry—An inquiry-based approach to Ethnic Studies invites students to become active participants in the learning process. Students are encouraged to pose questions, investigate and explore academic content, and research and theorize solutions to problems created by centuries of settler colonialism, imperialism, and white supremacy.</i> YOU ARE USING YOUR FRINGE MINORITY CURRENT DAY POLITICAL IDEOLOGY TO PLACE JUDGEMENT ON PAST HISTORY.
intro-overviewesmc.docx Row 393	James Eron, 3 rd /7 th grade parent Palo Alto, CA	<i>For example, if students decide they want to advocate for voting rights for undocumented immigrant residents at the school district or city elections, they can develop arguments in favor of such a city ordinance and then plan a meeting with their city council person or school board member.</i> THIS IS NOT ABOUT HAVING OUR CHILDREN BE BETTER NATIONAL/GLOBAL CITIZENS. IT IS USING OUR CHILDREN AS SOLDIERS IN YOUR POLITICAL CRUSADE.

California Department of Education, June 2019