

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)
2	Magdy Hussein	In page 1 - I found the insertion of Arab American studies as part of the ethnic studies curriculum in California is a positive trend. Yes, Arabs and Pacific Islanders are particularly marginalized communities that are not well represented in current course offerings.
2	Magdy Hussein	Pages 233-240: I like to see in the objectives listed, the contribution of Arab Americans to the country as the benefits of teaching a diverse history of is to challenge xenophobia and discrimination and to create a welcoming environment for marginalized students.
2	Magdy Hussein	Pages 241- 258: exploring the history of Arab and other minorities' migration to the US supports any marginalized community and familiarizes our community with its components and members. As a young nation, we would like to discover the world in its early stages.

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2	Magdy Hussein	Pages 259- 287: I applaud including Arab Stereotypes in the curricula as it not only challenges racism and xenophobia but also to educate our children a balanced view of other cultures.

California Department of Education, June 2019