

# 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)
Appendix	Dr. Ed Wilson	<p>After getting a PhD In physics from Stanford, I taught physics, and 1 math class, at San Francisco State U for 6 years. After that, I taught computer architecture for Intel customer training. If your proposed course “Math and Social Justice” is a class using statistics to analyze social justice issues in numerical detail, FINE. But if it brings social justice issues into the teaching of basic math, I think it will be a great disservice to the less math adept students by confusing them and making it even harder for them to master basic math, which is an increasingly important tool in many types of work.</p> <p>Although I have no professional expertise in juvenile motivational psychology, it seems counter-intuitive to include convicted cop killers in a list of community leaders and activists - presumably these are people that students are encouraged to admire and maybe emulate. Suggesting that killing cops is an admirable way to push for changes one desires, in a democratic society, seems to me to be destructive for both the students and society.</p>

