

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.

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OVERVIEW & LESSONS	<i>Angelica Gavilan</i>	<p>After reading carefully the Introduction and Overview document, I would like to clarify the meaning of HISTORY, in my knowledge and understanding as a former student of History. First of all it is a word derive from Greek meaning “inquiry, knowledge acquire by investigation”. So, based on investigation, gathering evidence and facts we could collect a valuable source of knowledge about past events. History is factual but subject to the subjectivity of some historians. That is why is so important to choose very well the material we could use to transfer this knowledge to new generations. As a teacher, I can have my very own opinion about an event BUT the role of an educator it is to transfer the knowledge to students as it is, a fact. The teacher’s opinion is irrelevant and unnecessary in the classroom. And when it comes to Ethnic studies, the function of the teacher is to give the elements of information, ALL of them, and then let the students analyze, evaluate on their own. If the students are instructed to focus on a topic in a specific way, giving preference to a certain side, this is bias against the other side. And unfortunately, that is what I see here. There is a continuous focus on people of color starting from page 1. And all the topics regarding different social issues affecting exclusively people of color. And this is not accurate.</p> <p>And on the other side, white people are to be blamed. General objectives look for making students advocate and be activists of people of color. Against white people? Against some of their own peers? And making white students feel guilty only for being white? From the text:” cultivate empathy, community actualization, cultural perpetuity, self-worth, self-determination, and the holistic well-being of all participants, especially Native People/s and people of color”. 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”. So, which conclusion I can deliver with this last statement? Simply, that if capitalism is reprehensible, so which is the best economic trend to society? Socialism? I think we can read between the lines. Plus, the reference to a Program like YPAR, is looking to fabricate activists, it is not looking to enhance critical thinking skills but to involve youth in a certain political agenda. And the example given in the document is crystal clear:” For example, if students decide they want to advocate for voting</p>
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		<p>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.” What type of example is this that promotes action against the nation’s law? Lessons are prepared in a way that the outcome is totally predictable. There will be no analysis different from what the teacher expects and plans. And another example, in the chapter about “oppression and privilege that impact people of color”. “They should also emphasize the integral role of both white and oppressed groups in creating alliances, resistance, and resilience (including the positive contributions of the oppressed groups). White people do not contribute, right?</p> <p>Then when it comes to define some terms, there is a intentional manipulation in order to direct the youth opinion: “<i>Privilege - unearned reward or advantage a person or group has by virtue of who they are, and not by any particular action.</i>” But the reality is that privilege is :” <i>an advantage or source of pleasure GRANTED to a person.</i>” <i>A privilege is granted not unearned reward. And a privilege is granted based on merit. So, these words are interconnected not isolated.</i></p> <p>Besides, when it comes to talk about African American communities and housing crisis in California, and states surreptitiously that this crisis mainly affects this community because of racism. This crisis affect the majority of people in this state and color has nothing to do with this issue!!</p> <p>And under this topic about African Americans there is clear speech against our law enforcement personnel. There is a clear objective stated in the key concepts: “<i>Key Terms and Ethnic Studies Concepts: racial profiling, oppression, police brutality, social movements, resistance</i>”. The goal is to set up a negative state of mind regarding police.</p> <p>I could continue citing parts of this overview and lessons, but the bottom line is that this program looks for indoctrinate youth not to make them think, on the contrary, it is better if they do not think, analyze, question too much. This program search to fabricate future activists for a clear left wing political agenda. And the clear intention to spell some key words in a different and illogical way</p>
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		(Hxrstory!!) shows clearly that this program is a continuation of the insane AB-329. So, ladies and gentlemen, if you have taken the time to read my entire input, I would like to let you know that we, parents of California, are NOT ready to give up. We send our children to school in order to receive the necessary instruction that will help them be prepared to continue their studies at higher levels but NOT to be indoctrinated by an irrational, left wing agenda.