

## 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)
Arab Studies Curriculum	<i>Gloria Fearn, retired third grade teacher, Israel/Palestine Task Force, CA/NV United Methodist Church</i>	<b>Page 1</b> I support the inclusion of Arab American Studies as part of the ethnic studies curriculum in California public schools. Arabs and Pacific Islanders are particularly marginalized communities that are not well represented in current course offerings. At this time of rising nativism our schools need to be including everyone in the stories we tell about our nation and community.
		Page 233 I support the objectives which clearly outline the benefits of teaching the diverse history of Arabs and Arab Americans as a way to challenge xenophobia and discrimination and to create a welcoming environment for marginalized students.
		Page 236 Including a history of migration is necessary for any marginalized community. It helps to create a bridge between communities and celebrates a rich history of a growing population. While some of the facts that have driven people to migrate are unpleasant, telling the story honestly empowers and informs individuals and communities.