

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)
CHAPTER 1 PAGE 13 of 26	Angie Simpson, Parent of CA Public School Student and former Conejo Valley Unified School District English Teacher, Tax Payer, Currently Employed as a Biotech Professional	<p style="text-align: center;">PAGE 13 of 26 Line #s 306-308 Content comparing White Supremacy to Capitalism</p> <p style="text-align: center;">I find the correlation between white supremacy and capitalism in the current form to be completely offensive and misleading.</p> <p>As a former CVUSD high school teacher, parent, and proponent of a free market, I absolutely support the intent and effort being made to enhance ethnic studies within our curriculum. The positive impact on student outcomes is proven. However, I find it sickening that our state’s educational leaders have now gone so far as to lump capitalism into the same construct as white supremacy. If our public education system is going to make such a strong stand to paint capitalism as an evil twin of white supremacy, then I hope our elected officials, tax payers and parents will speak up about making sure equal consideration in the classroom is devoted to educating students regarding the oppressive impact of socialism, communism, and other systems of power that have impacted the lives of the children in the classroom. Many of our California students have come to the United States to flee social injustice, hopelessness and violence invoked by systems of power and capitalism was not the root cause.</p> <p>Developing critical thinkers and creating an environment for students to be able to compete in a global society requires a commitment from our educational institution to provide diverse perspectives and facts without political bias. Making sure that students understand multiple sides of crucial concepts and social constructs should be the objective for educators at all levels. The point of ethnic studies to provide students an opportunity to draw from ancestral roots and imagine solutions where many worlds can fit together for future generations.</p> <p>- Angie Simpson</p>

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<i>[Enter the Chapter Number here, or just “General” for a comment that applies to the entire document.]</i>	<i>[Enter Your Name] [Enter the agency, organization, or business that you represent, if applicable.]</i>	<i>[Include the page and line number(s) here—Write your comment here]</i>