

[Must be received by 5:00pm, November 12th, by snail mail, electronic mail to rule.feedback@state.nm.us, or by fax to (505) 827-6520.]

John Sena,
Policy Division,
New Mexico Public Education Department (NMPED),
300 Don Gaspar Avenue,
Room 121,
Santa Fe, New Mexico 87501

Dear Mr. Sena,

RE: Reject the Proposed Social Study Standards of 2021 NMAC 6.29.11

My name is [your name] and I'm a constituent from [the City of Santa Fe].

I am writing to urge you to reject these standards as they promote and may instill assumptions about race and inequality as the basis for America in our students. This progressive/liberal bias is not new. It stems from an ideology of Critical Race Theory (CRT). Critical race theory is destructive and rejects the fundamental ideas on which our constitutional republic is based. Applying the philosophy would violate a multitude of American civil rights laws by treating people differently according to race. It should not be elevated in American classrooms or in our military.

Specifically, I urge Michelle Lujan-Grisham's NMPED to promote knowledge of civics, not social action, and diversity training. Many schools around the country are spending significant amounts of money on so-called anti-bias training. Educators should focus on teaching how our government functions, the importance of constitutional rights and the equal treatment under the law, as well as historical facts and content that prepare students for life after school.

Here are a handful of the most egregious new standards:

[Pick all or a subset from these 12 standards]

1. In Ethics, Cultural and Identity Studies, a requirement that students assess how social policies and economic forces "offer privilege or systemic inequity in accessing social, political, and economic opportunity." This standard assumes that there are only 2 choices. 6.29.11.23(A)(1)(d)
2. Throughout the entire social studies curriculum for K-8 grades, there is a continued focus on the differences, rather than the similarities, among various groups of people. This has the purpose of dividing people among various minority groups, which can quickly lead to victimhood.

3. There are also numerous examples where a teacher can impose the notion of “justice and fairness,” unequal power relations, “past and current injustices,” although those terms are open to many interpretations. These phrases are also pejorative as it perpetrates the sense of inequity in our society along racial lines. 6.29.11.11(E)(2) and 6.29.11.15(E)(7) and 6.29.11.15(E)(12)
4. Within High School U.S. History, numerous references, or preoccupation with slavery during the formation of America which echoes both CRT and the 1619 Project that slavery/racism is the foundation of American society. 6.29.11.21(A)(2)(b) and 6.29.11.21(A)(2)(f) and 6.29.11.21(A)(3)(d) and 6.29.11.21(A)(3)(e) and 6.29.11.21(A)(2)(k) and 6.29.11.21(A)(3)(f) and 6.29.11.21(A)(3)(g) and 6.29.11.21(A)(3)(h)
5. Within High School U.S. History, a requirement that students “evaluate what an efficient, equitable, and just economic system would look like in the U.S.” This standard assumes that there is no such system in the US and it imposes the belief on students that our current capitalistic system must be eliminated to eliminate racism. 6.29.11.21(A)(1)(i)
6. Within High School U.S. History, students are required to create an action plan for a more just and equitable America for diverse groups of people including Native Americans and African Americans. Embedded in this standard is the assumption that America and its founding principles are unjust and inequitable to various minority groups. 6.29.11.21(A)(3)(kk)
7. Within High School U.S. History, students are required to understand how gender and sexuality norms were changing during Reconstruction and 1920s, as well as are required to examine the activities the LGBTQIA+ community during a recent 40-year period. Why is this a standard rather than an option? This standard imposes a liberal bias on students. 6.29.11.21(A)(3)(m) and 6.29.11.21(A)(3)(z) and 6.29.11.21(A)(3)(ll)
8. Within High School U.S. History, students are required to examine the past, present, and future of gun violence in the U.S. Of course, there are no standards provided to discuss the constitutional rights of gun owners, or that individuals, not an inanimate object, are responsible for gun violence in America or how gangs, drug cartels, etc. have resulted in greater gun violence in our society. 6.29.11.21(A)(1)(gg)
9. In the 5th Grade, students are required to describe how inequity in the U.S. laid the foundation for conflict that continues today. This standard pits race against race and stresses racial disparity and inequality. Again see the socialist class v class assumption herein. 6.29.11.13(A)(3)(b)
10. Within High school U.S. History, students must examine the short-and long-term effects of CIA involvement in Latin America. Why? 6.29.11.21(A)(1)(x)

11. In the 7th Grade, students must compare the patterns of exploration, destruction, and occupation of the Americas by the Spaniards. How about the benefits of the occupation such as western civilization? 6.29.11.15(D)(3)(g)

12. Within High School U.S. History, students must explore the movement against police brutality. How about the movement back the blue? 6.29.11.21(A)(3)(mm)

Government funded bias has no place in our classrooms, our military, or in our country. We emphatically reject the overall progressive – even socialist- bias that these standards are intended to impose on our children and grandchildren.

I intend to [Choose 1 or both speak at the hearing or attend a protest on these proposed standards] in Santa Fe, Friday, November 12th from 1- 3 pm in Mabry Hall of the Jerry Apodaca Building, 300 Don Gaspar, in downtown Santa Fe.

Thank you for your time and have a great day.

Sincerely,
[your name]
Your address]
[your email]
[your phone number]

CC: [Your Local School Board]
Chairman, Santa Fe School Board
610 Alta Vista Street, Santa Fe, NM. 87505