

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)
[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]	Hannah King Citizen	Our sons both went through Berkeley High where there was an introductory course about diversity and inclusion. But it was taught by some teachers in a very discriminatory manner against certain groups. We need to be careful that all teachers address all aspects of an issue and let students express their thoughts and gain understanding through discussion. When I now look at the proposed curriculum, I am worried that there is an antisemitic bias. With this in mind, I urge the committee to review the areas of the curriculum that seem to support Palestinians in a manner against Israel. I am worried that increased strife will occur between Jewish people and non-Jewish people. In our current climate, many groups are fanning the flames of intolerance and hate between groups. We need to ensure that this curriculum does not divide, but helps students understand different groups and discuss differences to lead to

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
		<p>more understanding. We are stronger because of our diversity. There is a long history of antisemitism in this country and the world, and it is sadly, on the rise. This curriculum should not fan these flames, but instead, try to help people eliminate any hatred based on any religion. The curriculum should include a discussion of antisemitism, just as the curriculum addresses Islamophobia. As a matter of record, the most recent available FBI statistics record 938 antisemitic incidents and 273 Islamophobic incidents. No curriculum should denigrate any country and certainly not get involved in politics such as BDS. A curriculum can address how students can be active in supporting their beliefs, but not specifically signal out a country such as Israel. Please reconsider developing a curriculum that helps students understand, discuss, and improve differences between multiple ethnicities, religions, races, genders etc.</p>
		<p>Within the Ethnic Studies Model Curriculum ("ESMC"), line 4955 provides a list of recommended topics for students to investigate:</p> <p>Anti-Arab and Muslim Violence</p> <p>Direct Action Front for Palestine and Black Lives Matter</p> <p>Call to Boycott, Divest, and Sanction Israel</p>

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 3 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
		<p>Comparative Border Studies: Palestine and Mexico</p> <p>The facts the ESMC omits are as follows:</p> <p>The Boycott, Divestment, and Sanctions movement against Israel is an antisemitic movement that has as its goal eradicating the State of Israel. Its founders, including Omar Barghouti, have admitted as much. Germany has recognized BDS as antisemitic.</p>