

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)
Glossary/Bibliography	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 2. BDS Definition Line 30-40 This definition overtly suggests that the state of Israel participates in apartheid against “Palestinians” and violates International law, both of which are patently untrue. Such an entry virtually ENSURES a growth in antisemitism in classrooms, and is destructive to the psyche of all Jewish students.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 234. Direct Action Front for Palestine Line 4956 This is an organization that promotes terrorism against innocent Israelis. There is no opposing perspective presented to the glorified positioning of this organization.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 234. Comparative Border Studies: Palestine and Mexico Line 4958 Promotes a false equivalence between Israel trying to protect itself from terrorists attempting to enter the country and the illegal immigration issue at the US Border.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 237. Israel-Palestine Line 5030 There is a country called Israel. There is NOT a country called Palestine, nor is there a country called Israel-Palestine. This is completely inaccurate language.

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)
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 241. Palestine/Israel Line 5138 There is a country called Israel. There is NOT a country called Palestine, nor is there a country called Palestine/Israel. This is completely inaccurate language.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 242. Nakba Line 5157-5161 The actual history of the 1948 War of Independence for Israel is completely ignored in this perspective. Using the word Nakba to describe the dispersal is biased. This was primarily a voluntary migration encouraged by Arab Nations, with a promise of return from the Arab nations when they won the war. They lost, and those who left became refugees. This is not clearly explained here at all.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 256, 264-269. Somos Sur Line 5484-5494 This song presents Israel as an aggressor and has many inaccurate statements in it. There is no content providing a counterpoint and correction of the lyrics, nor is there, in this curriculum, any criticism or responsibility assigned to “Palestinians”.
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	Page 256 Soundtrack of Hegemony Line 5495 The assignment, “Soundtrack of Hegemony” suggests that Israel is responsible for hegemony, and does not accurately reflect the history and reasons for the “Palestinians” plight.

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)
Sample Course Model	<i>Adam Hanin</i> Parent of 2 10 th graders in CA Public Schools	ENTIRE CURRICULUM The purpose of this curriculum is, in your words, to aid “in the eradication of bigotry, hate and racism.” In an era when anti-Semitic hate crimes are at an all-time high, there is absolutely no discussion in this curriculum of the history of the Jewish Community, and the overall perspective of the “Palestinians” is presented without discussion of the true history of the land, the conflicts there, or “Palestinian” terrorism. Without a clear presentation of history, unbiased by current social efforts to change the narrative and actually invent history, this curriculum is inherently anti-Semitic and untrue.

California Department of Education, June 2019