

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)
General	Rabbi Nolan Lebovitz Adat Shalom	Please remove all BDS and other anti-Israel bias from the model curriculum.
Page 2 of the Glossary		The definition of “Boycott, Divestment, and Sanctions (BDS)” compares Israel to South Africa. Having visited Israel nine times and lived there for a year with my wife and children, I see no comparison between the two situations.
Pages 234, 237, 242, 256, 264-269 of the Sample Course Models		<p>These lessons encourage teachers to advocate for Palestinians and create a false narrative about Israel. In addition, these lessons draw a false comparison between the American border situation, which is about refugees, and the Israeli border attempt to defend itself from terror.</p> <p>Further, the War of Independence in 1948 is entirely portrayed from the Palestinian perspective.</p> <p>The poem (p. 256, 264-269) utilizes extreme language about Israel without any consideration of the failure of Palestinian leadership or the choices made by Palestinians by pursuing terror.</p>
General		Why is there no Jewish unit in ethnic studies? Holocaust studies and Zionsim and Israel should be explored from the Jewish perspective, which I believe coincides with the factual perspective.