

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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 and Bibliography	<i>Marc Barach, Oakland resident and taxpayer for 33 years.</i>	<b>Page 2, lines 30-40</b> This educational effort, meant to teach students about marginalized communities marginalizes Jews, does quite the opposite by omitting antisemitism as a form of bigotry, and strongly promotes the boycott, divestment, and sanctions movement against Israel while doing nothing to contextualize the Israeli-Palestinian conflict. This is very one sided and biased to one point of view.
General Comment	Marc Barach, , Oakland Resident and Taxpayer for 33 years.	I believe that this curriculum is sorely missing lessons about American Jews as an ethnic group, including those who fled the Holocaust, oppression in the Middle East, and discrimination in the former Soviet Union. In recent years, Anti-semitic acts are quantifiably on the rise in Bay Area and around the world and teaching students about these issues will go a long way to eliminating this societal illness.

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Sample Course Model	Marc Barach, Oakland Resident and Taxpayer for 33 years.	<p>Page 234 Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives</p> <p>Page 237: Use unclear language that implies "Israel-Palestine" as a whole is an Arab country.</p> <p>Page 242 Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives.</p> <p>Page 256, 264-9 Encourage teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256,</p>