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 and Bibliography Sample Course Models	Linna Ettinger Assistant Director, Early Childhood Institute of Hebrew College	Line 30, page 2. Definition of Boycott, Divestment and Sanctions (BDS) needs correction to reflect that members of BDS mistakenly believe that Palestinians are living under apartheid conditions. Apartheid implies segregation by race. Israeli Jews, Israeli Muslims, and Israeli Christians are all the same "race" so the term does not apply to this situation. Maybe you should put apartheid in quotes. Line 4957 page 234. Where in the curriculum does it explain the harm that BDS does to the Palestinian people? For example, SodaStream, and Israeli company, employed thousands of Palestinians, but because of BDS, they were forced to move away from the West Bank. The result was that hundreds of Palestinians
0		lost their jobs. See the following articles with personal testimonials by Palestinians: https://blogs.timesofisrael.com/how-bds-hurts-palestinians-and-hinders-peace/
Sample		Thanks for including Asians.
Course		What about the Jewish Ethnic group?
Models		

California Department of Education, June 2019