

## 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)
2020 Ethnic Studies Curriculum – General	Alan Spanier	<p>Pages 2, 234, 237, 242, 256 and 264-269.</p> <p>Antisemitism is on the rise. Numerous incidents have been occurring in the US.</p> <p>Attempts are being made at this time to make the plight of the Palestinians a reason to boycott Israel and stifle Jewish life. These attempts are being promulgated in the California educational system. This is unjust and unfair as they will undermine the inclusion of all information regarding this issue.</p> <p>Israel has attempted on numerous occasions to negotiate with the Palestinians and Arab nations regarding its right to exist in peace with its neighbors. This has not been allowed by the leadership of its enemies. Instead, calls have been made and wars waged to drive the Jewish people of Israel into the sea.</p> <p>Please remove from the educational curriculum of California schools BDS and other anti-Israel bias. Please add lessons about American Jews as an ethnic</p>

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		<p>group, including the many who fled the Holocaust and the many family members American Jews lost in it.</p> <p>The Jewish people are still being oppressed in locales around the world. For example, in the Middle East as well as the former Soviet Union/Russia.</p> <p>Efforts need to be made in the curriculum to demonstrate both the Palestine and Israeli perspectives. The use of harsh language in a poem critical of Israel but without content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256, 264-269) is biased and unfair. It smacks of winks and nods to hate groups allowing them to be emboldened. Equating Israel's efforts to stop terrorists from entering communities to murder innocents and US policies on its Mexican border creates a false narrative. (p. 234)</p>