

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	Janet Rydell Citizen Los Alamitos Unified School District.	The Jewish people are a minority in the United States. Anti Semitism is on the rise. There is no mention of including the Jewish people as a minority nor as a targeted group for racism and worse. This exclusion begins as early as in the introduction of the model curriculum.
Page 234		The curriculum's definition and bias regarding the Palestinian viewpoint in general and the BDS movement in particular is extremely troubling. The presentation is pro BDS with no objective description of an anti BDS argument(pg 234). Also objectionable is equating Israeli anti-terrorist activities with US-Mexico struggles at our border (pg 234).
Page 237		Other instances of the pro Palestinian bias include: Use of unclear language that implies "Israel-Palestine" as a whole is an Arab country (pg.237),
Page 242		Other instances of the pro Palestinian bias include: Framing the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (pg 242),
Pages 256, 264-269		Other instances of the pro Palestinian bias include: Encouraging teachers to use a poem featuring harsh criticism of Israel, but no positive perspective about Israel or criticism of Palestinian leaders (pg 256, 264-269).