

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	Sarah Reines, Temple Adat Elohim, Thousand Oaks	Helping students appreciate diversity and educating them about different forms of racism and hate is a deeply worthy goal. That is why I am profoundly disappointed that the Draft 2020 Ethnic Studies Model Curriculum excludes the Jewish community, omits antisemitism as a form of bigotry, and openly promotes hateful boycotts against Israel. I strongly urge you to remove antisemitic stereotypes and all anti-Israel bias from the curriculum, and if you explain BDS, be sure to highlight that it seeks to end Israel's existence. Furthermore, I urge you to add lessons about American Jews as an ethnic group and antisemitism as a form of racism. This should include American Jews who fled the Holocaust, oppression in the Middle East, and discrimination in the Former Soviet Union, among others.
Glossary	Sarah Reines, Temple Adat Elohim, Thousand Oaks	<ul style="list-style-type: none">A <u>glossary</u> for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions". It then parrots more BDS talking points while offering no critical perspectives about this campaign of hate, which seeks to end Israel's existence.

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Sample Lesson Plans	Sarah Reines, Temple Adat Elohim, Thousand Oaks	<ul style="list-style-type: none">• The <u>sample lesson plans</u> for the curriculum:<ul style="list-style-type: none">○ Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234).○ Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).○ Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).○ Encourage teachers to use an anti-Israel poem which insinuates Jews control the media and use it to manipulate the public - a common antisemitic slur (p. 256, 264-269).
Introduction	Sarah Reines, Temple Adat Elohim, Thousand Oaks	<ul style="list-style-type: none">• The <u>Introduction</u> of the proposed curriculum states that, "The implementation of Ethnic Studies presents an opportunity for teachers to... enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disappointing.