

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.

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
General	Cindy Schwedock	<p>Public School curriculum should be fact-based only and should be devoid of subjective agendas. The BDS agenda admittedly promotes hate, anti-Semitism and divisiveness, and even heinously claims “apartheid conditions”, although the facts show the opposite to be true in every area of Israeli society. I urge the removal of the BDS narrative and other anti-Israel bias from the model curriculum.</p> <p>Please reference Glossary pg. 2.</p> <p>I urge the state to add lessons about American Jewry as an ethnic group, including facts referencing those who fled the Holocaust, oppression in the Middle East, and discrimination in the former Soviet Union. Lessons should also acknowledge the misuse of the word Palestinian (a term coined in 1968 for the purpose of vilifying the state of Israel) by referring only to Arabs of the region, and not the Jews, though the Jewish people have lived in the region for 3,000 years, and are equally “Palestinian.” Your proposed curriculum lesson plan encourages teachers to highlight BDS from a biased, one-sided perspective, while ignoring many factual points. Your proposed model curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. Please reference Sample Course Models Chapter 2, pgs. 234, 237, 242, 256, and 264-269.</p> <p>All perspectives should be acknowledged, and all sides taught, with facts and substantiation.</p>