

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)
	<i>Helene Klein Educator</i>	<p>As an educator myself, it is with great respect that I request the removal of BDS and any other anti-Israel bias from the proposed Ethnic Studies program for 2020.</p> <p>It is important that a course given in any school present both sides so that children and adults understand all sides of a given situation. Unfortunately, the BDS does not do that. It promotes hate and division.</p> <p>It might be beneficial to add to the course lessons about American Jews as an ethnic group; including those who fled the Holocaust, oppression in the middle east, and discrimination in the former Soviet Union.</p>
Glossary		BDS is defined as a movement against Israel. It claims the purpose of BDS is to “establish freedom for Palestinians living under apartheid conditions”. This is a very serious statement. It then parrots more BDS talking points while offering no voices of critical perspectives about this campaign of hate which seeks to end Israel’s existence
Sample lesson plans	p. 234	<p>Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives.</p> <p>Also on this page, the sample lesson promotes a false equivalence between Israel’s efforts to stop terrorists from entering communities to murder innocent men, women, and children and U.S. policies on the border with Mexico.</p>

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	p. 256, 264-269	Encourages teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders.

California Department of Education, June 2019