

## 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)
Page 2, glossary/bibliography	<i>Lisa Fernandez, Temple Beth Abraham, Oakland.</i>	<b>Page 2, Glossary/bibliography/describing the BDS movement. This glossary offers no critical perspectives about this campaign of hate, which also seeks to end Israel's existence.</b>
Sample course Model ESMC: Call to Boycott, Divest and Sanction Israel		pages 234, 237, 242, 256, and 264-269 These pages encourage teachers to highlight BDS but offer no voices critical of their perspectives. The curriculum promotes a false equivalence between Israel's efforts to stop terrorists from entering communities to US policies on the border with Mexico. There are no alternative perspectives. The poem cited on page 256, 264-269 features harsh criticism of Israel, but no positive perspective
		I am requesting the state add 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.

**Public Input Template—2020 Ethnic Studies Model Curriculum**  
Page 2 of 2

<b>Chapter of Model Curriculum</b>	<b>Your Name and Affiliation</b>	<b>Comment (include page and line numbers where applicable)</b>

California Department of Education, June 2019