

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>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i>	<i>[Enter Your Name]</i> <i>[Enter the agency, organization, or business that you represent, if applicable.]</i> Rona G. Dosick Former educator/administrator	<i>[Include the page and line number(s) here—Write your comment here]</i> <u>The Introduction</u> – Although the introduction to the proposed curriculum states that its goal is to help students develop an understanding and respect for diversity, the curriculum fails to do that by providing information on one group in particular (BDS) without a fair representation of any opposing perspectives. The <u>glossary</u> does not give an accurate definition of BDS and their goals
		p.234 – A false equivalent is presented here – equating Israel’s efforts to stop terrorist attacks with the U.S. border policies
		p.237 – uses unclear language implying “Israel-Palestine” as an Arab country
		p.256, 264-69 uses a poem presenting harsh language about Israel with no content presenting any the positive perspectives on Israel

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		In the interest of promoting inclusion and rejecting boycotting and dividing, additions to the curriculum might include issues faced by the Jewish community and other minorities who have suffered through out history during the Holocaust, in other Mid-Eastern countries, and the Soviet Union. Rising anti-Semitism, white supremacy and hatred throughout the world certainly illustrate how important it is for our students to be educated appropriately - If we are to teach students how to form their own views, we have a responsibility to provide them with clear, accurate, complete and unbiased information. Unfortunately, it feels like this proposed curriculum defeats its stated purpose by presenting only the biased perspective of BDS.

California Department of Education, June 2019