

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	Christine McCorkle- Private citizen and private school educator	
		I am urging the state of California to 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.
[page 2, 234,237,242,256, 264-269]		In this age of anti-bullying and embracing all ethnic groups equally, singling out Israel in such a negative, one-sided way is completely against the promotion of equality.
234		Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234).
234		Promotes a false equivalence between Israel's efforts to stop terrorists from entering communities to murder innocent people, and U.S. policies on the border with Mexico (p. 234).
237		Uses unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).
242		Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).

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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 (p. 256, 264-269).

California Department of Education, June 2019