

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	Robert Apfelzweig, private citizen	Comment (include page and line numbers where applicable)
<i>.General</i>	Robert Apfelzweig, private citizen	Glossary, lines 30 – 40. Strongly political and very one-sided. No alternate pro-Israel point of view is stated.
		Glossary, lines 42 – 47: Capitalism is criticized for what it has done against minorities, rather than strictly as an economic tool
		Glossary, Page 1 – no listing, or definition, of anti-Semitism
		P. 234, line 4956 - -why is the Direct Action Front for Palestine linked with the Black Lives Matter movement?
		P.242, lines 5159 – 5161. Too politically one-sided; what the Palestinians call “Nakba” was the Israeli war for Independence.
		PP. 254 – 269. Unnecessary emphasis on Hip-Hop lyrics and significance. Yes, kids listen to this stuff, but that doesn't make it art or literature. Also, very politically one-sided.

California Department of Education, June 2019