

## 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)
Please remove BDS and other anti-Israel bias from the model curriculum	<i>Edward Scanzano</i> <i>Citizen of State of California, Placer County, City of Lincoln</i>	<p>Page 2 of Glossary Bibliography ESMC. A glossary for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions". It then parrots more BDS talking points while offering no critical perspectives about this campaign of hate, which seeks to end Israel's existence.</p> <p>Pages 234, 237, 242, 256, and 264-269 of Sample Course Materials.</p> <p>The <a href="#">sample lesson plans</a> for the curriculum:</p> <ul style="list-style-type: none"><li>• Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234).</li><li>• Promote 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).</li><li>• Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).</li><li>• Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).</li></ul>

## Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 2

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
		<ul style="list-style-type: none"><li>Encourage 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).</li></ul>

California Department of Education, June 2019