

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)
Glossary Page 2	<i>Jeffrey Feuer CA Resident; Parent of 3 children</i>	Page 2 lines 30 – 40. The definition of BDS plainly accepts Israel is a villainous country breaking international law without an different perspective or debate. This is biased and does not promote understanding, examination of critical issues, or nuance. It is racist on its face. Its entry in a glossary presents it as a fact. I suggest removal of the entire section.
Lesson Plan Page 237	<i>Jeffrey Feuer CA Resident; Parent of 3 children</i>	Israel is not presented as an independent nation which it is. It is lumped together with the Palestinians. This is not factual and resembles some Arab nation's policies to treat Israel as if it does not exist.
Lesson Plan Page 268	<i>Jeffrey Feuer CA Resident; Parent of 3 children</i>	The song presented is negative to America. There are those who feel America is bad and their perspective is legitimate but at the same time there are other perspectives that are not presented. I advocate a more balanced approach than presenting one side to children.

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Overall Curriculum Comment	<i>Jeffrey Feuer CA Resident; Parent of 3 children</i>	The curriculum presents many forms of oppression and condemnation of oppressors but none about Jews or Israel. An approach that focuses on only certain ethnicities or nationalities suffering at the hands of brutality it is biased and incomplete. It will foment hatred and reduce cross-cultural understanding. The plan should be expanded to include Jews murdered during the holocaust; Jewish persecution in the former Soviet Union; terrorism against Jews in modern-day South America and Europe and the US (such as the recent Pittsburgh synagogue shooting); Wars of hatred and extermination against Israel; Hate speech against Israel by her neighboring countries; Singling out for intense focus and criticism of Israel by the United Nations; and so on.

California Department of Education, June 2019