

## 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)
Glossary and Bibliography	Kerry Schlossberg  Individual. Mother.	<b>Page 2 - Boycott, Divestment and Sanctions (BDS) definition is flawed. Palestinians do not live under apartheid conditions in Israel—in fact, Palestinian leaders are part of the Knesset (government). This is a heavily biased definition that misrepresents the reality of life in Israel for minority groups.</b>
Chapter 2: Sample Course Models	Kerry Schlossberg  Individual. Mother.	<b>Pages 234, 237, 242, 256, and 264-269 – This sample course material distorts the reality of life in Israel for minority groups, and does a disservice to students who are trying to learn the history and root causes of conflict in the Middle East. I also think it’s a reflection on the poor quality of California public education that hip hop songs are being used to teach students. This type of wasteful nonsense in the classroom is a major reason why so many parents (including myself) in California are spending so much money to send our children to private school. Please stop wasting our tax dollars, and bring back quality education (including the presentation of opposing perspectives on controversial issues) to all schools.</b>

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