

From: Carol Couper

Sent: Friday, August 2, 2019 10:34 PM

To: Ethnic Studies

Subject: Public Input Template–2020 Ethnic Studies Model Curriculum May 2019 Draft

**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 & Bibliography, Chapter 2	Carol Couper	<p>Page 2 of Glossary and Bibliography, as well as pages 234, 237, 242, 256, and 264-269 of Chapter 2: Sample Course Models. I am requesting the removal of BDS and other anti-Israel bias from the model curriculum which promotes hate and division.</p> <p>Lessons need to be added about American Jews as an ethnic group, including those who fled and died in the Holocaust, oppression in the Middle East and discrimination in the former Soviet Union.</p> <p>The proposed curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism raising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is very deeply disappointing and concerning. The sample lesson plans for the curriculum encourages teachers to highlight BDS and pro-BDS group, Direct Action For Palestine, but there are no voices critical of their perspectives (p.234). It 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). It uses unclear language that implies "Israel-Palestine" as a whole is an Arab country (p 237). It frames the Palestinian narrative of the 1948 War as fact with no alternative perspectives p. 242). And it 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).</p> <p>As a grandmother with five grandchildren in the California School system this is very concerning that this bias is being promoted.</p> <p>Respectfully, Carol Couper</p>