

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)
<i>[Enter the Chapter Number here, or just "General" for a comment that applies to the entire document.]</i>	Jason Snyder	We need to allow children to form their own informed opinions about the Israeli, Palestinian situation. This curriculum is completely one sided and they are deprived of learning the full story about what is going on in the Middle East. At the very least a more balanced curriculum is important not brainwashing children toward one side of the issue. This particular curriculum causing children to develop a dangerous one sided approach to what happens in Israel and can fuel increased anti Israel rhetoric in the future. Aren't children supposed to learn to think for themselves and are they not entitled to learn all the information about what happens in the middle east, not just one side of a story? I would definitely encourage more curriculum on appreciation of diversity and the struggles of different ethnic groups of religions in the face of persecution such as during the Holocaust or other events. These statements are in reference to pages 2, 234, 237, 242, 256, and 264-269 of the curriculum outline.