

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	<i>Victor Zlotnicki (representing self)</i>	Page 2, definition of 'BDS'. The definition fails to indicate a stated goal of BDS which is the destruction of the state of Israel.
Sample Lesson Plan	<i>Victor Zlotnicki (representing self)</i>	Page 234: The wall separating Israel from the West Bank was created in response to terrorist attacks that killed dozens of israelis. The wall indeed ended that class of attacks. This is hardly the same as U.S. policies on the border with Mexico.
Sample Lesson Plan	<i>Victor Zlotnicki (representing self)</i>	256, 264-26. Encourages teachers to use a poem featuring harsh criticism of Israel, but hardly anything positive about a country with Palestinian doctors and other professionals. This seems pretty one sided.
General	<i>Victor Zlotnicki (representing self)</i>	Jews have been a minority persecuted throughout history in Europe and in Arab countries. Even in the US there are isolated anti-Semitic acts against schools and synagogues. It is puzzling that jews are not mentioned as a minority worth protecting from "bigotry, hate, and racism".