

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)
Introduction	Kathleen Conrey Educator	<p>The introduction section of this proposed curriculum states that, “The implementation of Ethnic Studies presents an opportunity for teachers to...enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism.”</p> <p>However, this proposed curriculum includes no lessons about Jews as a sizeable ethnic minority and frequent target of racism. In addition It openly promotes <u>hateful boycotts</u> against Israel and omits antisemitism as a form of bigotry.</p>
Glossary p2		<p>BDS definition is inaccurate and biased. BDS and” “Direct Action for Palestine promote hate and division rather than inclusion.</p>

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Ch. 2 p.234		1. Does not include voices critical of the perspective of the BDS movement and “Direct Action for Palestine” movement 2. Promotes a false equivalence between Israel’s efforts to stop terrorists, and U.S. policies on the border with Mexico.
Ch. 2 p.237		Language is unclear: It is implied that “Israel-Palestine” is an Arab country.
Ch.2 p.242		Treats the Palestinian narrative of the 1948 War as fact. No alternative perspectives are included.
Ch. 2 p.256, 264-269		Poem which is promoted uses harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of of Palestinian leaders.
Conclusion	Kathleen Coney	This educational effort is meant to teach students about marginalized communities and to develop appreciation for cultural diversity and eradication of bigotry, hate, and racism. Despite this goal the proposed curriculum mentions Jews only in passing. Ignorance about the Jewish people gives rise to antisemitism, which is a major problem in our society.

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