

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	Svetlana Teplitsky, California parent and taxpayer	A glossary for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions". It then parrots more BDS talking points while offering no critical perspectives about this campaign of hate, which seeks to end Israel's existence.
Ch. 1	Svetlana Teplitsky, California parent and taxpayer	p. 2: The Introduction of the 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." Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With antisemitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disappointing.
Ch. 2	Svetlana Teplitsky, California parent and taxpayer	p. 234: <ul style="list-style-type: none"> • Encourage teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives. • Promote 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.

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Ch. 2	Svetlana Teplitsky, California parent and taxpayer	p. 237: Use unclear language that implies "Israel-Palestine" as a whole is an Arab country.
Ch. 2	Svetlana Teplitsky, California parent and taxpayer	p. 242: Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives.
Ch. 2	Svetlana Teplitsky, California parent and taxpayer	pp. 256, 264-269: Encourage teachers to use an anti-Israel poem which insinuates Jews control the media and use it to manipulate the public - a common anti-Semitic slur.

I request the removal of BDS and other anti-Israel bias from the model curriculum. I am asking to add lessons about American Jews as an ethnic group, including those who fled the Holocaust, oppression in the Middle East, and discrimination in the former Soviet Union.

Respectfully,

Svetlana Teplitsky, refugee from the former Soviet Union and daughter of the Holocaust survivors

Cupertino, CA