

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.

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
<i>General</i>	<i>Katherine MacQueen</i>	<p>Given that the state of California has seen fit to make laws that ban the state from contracting with entities that support Palestinian rights by means of boycotts of Israel, I think it's entirely appropriate that high school students receive education on the subject, in particular education presenting the other point of view from the officials who passed that law, that is, why boycotts of Israel are called for by the ethnic group who are the main victims of Israel's policy. While some study of anti-semitism should probably be added to the curriculum, I don't find the present curriculum anti-semitic whatsoever. I fully understand why supporters of Israel want anything that puts Israel in a bad light banned from public education - they do so by perverting the truth, calling any call for justice for Palestinians anti-semitic, or passing laws that interfere with people's freedom of speech - such as the anti-BDS law. Public schools have a duty to teach facts. If teaching both points of view is a goal, then by banning teaching about BDS you're only teaching one side.</p> <p>In summary, add a module on anti-semitism, keep the modules on Palestinian or Arab American ethnicity as is.</p>