

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>	<i>[Enter Your Name] [Enter the agency, organization, or business that you represent, if applicable.]</i>	<i>[Include the page and line number(s) here—Write your comment here]</i>

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	Ann & David Rapson	<p>We are greatly concerned about the potential ethnic studies curriculum currently under review by the State of California. The purpose of the proposed ethnic studies curriculum is worthy--to promote understanding and tolerance in our state school system, given the diversity of ethnic groups and cultures in California. Unfortunately, we believe that the proposed program is itself biased and bigoted - it is filled with vile anti-Semitism and is unabashedly anti-Israel. We remind you that Israel is the only true democracy in the Middle East and it is the only country in that region that supports women and LGBTQ rights.</p>
		<p>Sadly, this educational effort meant to teach students about marginalized communities marginalizes Jews, omits anti-Semitism as a form of bigotry, and strongly promotes the boycott, divestment, and sanctions ("BDS") movement against Israel while doing nothing to contextualize the Israeli-Palestinian conflict. Virtually every Jewish organization, from the ADL to the JCRC to the Federation and even the Jewish caucus of California legislators have expressed their concerns.</p>

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		Examples of bias in the proposed curriculum:
		<u>Introduction</u>
		<u>sample lesson plans</u>
		<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 (p. 234).

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		<ul style="list-style-type: none"> 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 (p. 234).
		<ul style="list-style-type: none"> Use unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).
		<ul style="list-style-type: none"> Frame the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).
		<ul style="list-style-type: none"> Encourage teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders (p. 256, 264-269).
		glossary

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		We and our family respectfully request that you review this and take the stops necessary to oppose the adoption of this program without first eliminating the anti-Semitism and anti-Israel portions which infect it. Thank you.

California Department of Education, June 2019