

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 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>
GENERAL	Barbara Ash	Add lessons about American Jews as an ethnic group, and their contributions to society: medicine, science, movie industry – so much to choose from.
GLOSSARY	Barbara Ash	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, and its true purpose, which seeks to end Israel's existence.
PAGE 234	Barbara Ash	Promotes 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
PAGE 237	Barbara Ash	Uses unclear language that implies "Israel-Palestine" as a whole is an Arab country It is actually the Jewish homeland.

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PAGE 242	Barbara Ash	Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives.
PAGES 256, 264-269	Barbara Ash	Encourages teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of the corrupt Palestinian leadership.
INTRODUCTION	Barbara Ash	<p>The <u>Introduction</u> 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."</p> <p>Despite this stated goal, the curriculum does not feature a single lesson about the Jewish community, mentioning Jews only in passing. With anti-semitism rising and ignorance about the Jewish people still a major problem in our society, the exclusion of Jews from this curriculum is deeply disturbing and disappointing.</p>

California Department of Education, June 2019