

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)
General	Roberta Maggs	I respectfully request the removal of BDS and other anti-Israel bias from the model curriculum.
Introduction	Roberta Maggs	The Introduction of the proposed curriculum states that , “The implementation of Ethnic Studies presents an opportunity for teacher 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, mention 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
Glossary	Roberta Maggs	Pg. 2 Lines 30—40 Boycott, Divestment and Sanctions . Please remove entire section of the BDS movement from the glossary.
Chapter 2	Roberta Maggs	Pg. 234 Lines 4947—4965 Encourages teachers to highlight BDS and pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives.
Chapter 2	Roberta Maggs	Pg. 237 Lines 5029-5030 Use of unclear language that implies “Israel-Palestine” as a whole is an Arab country.
Chapter 2	Roberta Maggs	Pg. 242 Lines 5158—5161 Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives

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Chapter 2	Roberta Maggs	Pg. 256 Lines 5477—5497 Encourages teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders.
Chapter 2	Roberta Maggs	Pg. 264—269 Lines 5676-5823 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.