

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 & Bibliography Chapter 2 Sample Course Models	<i>Dan & Gloria Reimer</i> <i>Retired Educators</i>	Page 2 of Glossary and Bibliography, lines 30-40 <i>Please remove BDS and other anti-Israel bias from the model curriculum.</i> Page 234 of the Arab American Studies Course Outline, lines 4956 and 4957 <i>I see bias in the proposed curriculum because this encourages teachers to highlight BDS which promotes hate and division.</i> Page 237 of the Arab American Studies Course Outline, line 5030 <i>This implies that Israel-Palestine is an Arab country.</i>
Chapter 2 Sample Course Models		Page 242 of the Arab American Studies Course Outline, lines 5159 and 5160 <i>One-sided information is given to students regarding the 1948 War.</i>
Chapter 2 Sample Course Models		Page 256 of the Arab American Studies Course Outline, lines 5490-5492 <i>This poem criticizes Israel and uses music as a weapon.</i>
Chapter 1 Intro & Overview		Page 8 of The Benefits of Ethnic Studies, line 168 <i>This states that Ethnic Studies are designed to benefit all students; however, there is not one lesson about the Jewish community. One group should not be excluded.</i>