

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)
Chapter 2	<i>Jennifer Leavens, parent of an LAUSD student (6th grade for the 2019-2020 school year).</i>	<p>Page 234, lines 4956-4958 quoted below:</p> <ul style="list-style-type: none"> • Direct Action Front for Palestine and Black Lives Matter • Call to Boycott, Divest, and Sanction Israel • Comparative Border Studies: Palestine and Mexico <p>This section of the sample curriculum is problematic at best. While it is clear these are classroom suggestions, not directives, to even suggest these very controversial steps is utterly anti-Semitic. While Israel's current government (or any government of any country) is never above criticism, to single out Israel for condemnation is discriminatory. This ethnic studies curriculum is about ethnicities in California and the United States. Why is a foreign country even listed, and why ONLY this one?</p> <p>In addition, the curriculum does not , not include the Jewish community as a group that is worthy of ethnic study AND it does not identify anti-Semitism as a problem worthy of study. Instead, the only mention of Judaism and aspects of the Jewish community is to condemn its connection to the state of Israel.</p>