

**From:** Joanne Levy  
**Sent:** Saturday, August 10, 2019 2:38 PM  
**To:** Ethnic Studies  
**Subject:** ESMC comments

To whom it may concern:

Attached please find my completed public input template on the above-referenced matter.

In summary, the draft curriculum fails to meet the goals of the ESMC authorizing statute, AB2016, specifically, to "prepare pupils to be global citizens with an appreciation for the contributions of multiple cultures."

The proposed curriculum fails for its hostility to both the American Jewish experience as well as to the presentation of the state of Israel. The draft excludes Jews and their American history. It neglects anti-Semitism by definition or discussion. Hatred of Jews; anti-Semitism leads hate crimes and incidents against religious groups in California (in our schools and communities) as well as across the nation. But the proposed curriculum includes rote anti-Semitic tropes and anti-Jewish stereotypes. This is no way to teach ethnic studies to our students. Remember, our students will hold our future in their hands. Teach them well.

As AB 2016 sets out: "the state's educational standards should be guided by core values of equity, inclusiveness and universally high expectations." I urge you to meet this standard by including Jewish culture and history, teaching about anti-Semitism, and avoiding irrelevant and inflammatory polemics related to Israel.

You can do better. You must do better for our students and our future.

Very truly yours,

Joanne Levy  
California resident  
Public School Teacher  
Member, National Council of Jewish Women

Los Alamitos, CA 90720

## 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](mailto:ethnicstudies@cde.ca.gov). You may contact Kenneth McDonald, Education Programs Consultant, at [kmcdonal@cde.ca.gov](mailto: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>
Glossary and Bibliography	Melissa Carr, California resident and business owner	The glossary omits the definition of Anti-Semitism which is hatred of Jews. Jews are the most frequently targeted religious group when hate crimes are committed. This is true in California and nationally as well. You can do better.
Glossary and Bibliography	Melissa Carr, California resident and business owner	The glossary includes an incomplete and inaccurate definition of BDS. I question why it is included at all. BDS is an Anti-Semitic movement cloaked as criticism of Israel. At its core is the total destruction of the State of Israel and the elimination of the Jewish people from their historic homeland. You can do better for the students of California

# Public Input Template–2020 Ethnic Studies Model Curriculum

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Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Sample Course Models	Melissa Carr, California resident and business owner	<p>Arab American Studies Outline  P234 Line 4956 Direct Action Front for Palestine and Black Lives Matter  Line 4957 Call to Boycott Divest and Sanction Israel  <b>The campaign to delegitimize Israel is being waged across the globe:</b> The Boycott, Divestment and Sanctions movement (BDS), which rejects Israel's right to exist as a Jewish state, is the most prominent effort to undermine Israel's existence. The BDS campaign is rampant with misinformation and distortion. ADL.org has developed an in-depth analysis to expose the illegitimacy of the BDS movement. You should read it. You can do better for the students of California.</p> <p>Line 4958 Comparative Border Studies: Palestine and Mexico  At its core this is a ridiculous comparison. It is also nonsense to compare a peaceful boarder between legitimate nations and the security wall erected by Israel to protect its citizens (Muslims, Christians and Jews and others) from the people who seek the destruction of Israel and the elimination of the Jewish people. You can do better for the students of California.</p>
Sample Course 66Models	Melissa Carr, California resident and business owner	<p>Arab American Studies Outline  P242 Lines 5157 – 5161 This is politically biased language to explain the founding of Israel. You should do your research and present a factual explanation. The founding of the state of Israel is an historic fact. You can do better for the students of California.</p>

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<b>Chapter of Model Curriculum</b>	<b>Your Name and Affiliation</b>	<b>Comment (include page and line numbers where applicable)</b>
Sample Course Models	Melissa Carr, California resident and business owner	Arab American Studies Outline P268-269 It is an Anti-Semitic trope that Jews control the media. This is a baseless, offensive claim to accuse Israel of colonizing land. Read the short recent history of Israel. The state is only 71 years old and has never had a whole year of peace. It is in a hostile neighborhood. Yet it has developed advances in technology, medicine, science, water resources and other accomplishments from which we all benefit in the state of California. You can do better for the students of California.

California Department of Education, June 2019