

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	<i>Cyndi Berck</i> <i>Active in organizations that advocate a two-state solution to the Israeli-Palestinian conflict</i> <i>cyndi.berck@gmail.com</i>	<p>In general, the guidelines are designed to indoctrinate students into particular points of view. With respect to the Israeli-Palestinian conflict, they adopt a completely one-sided perspective.</p> <p>Further, they do not recognize anti-Semitism as a form of discrimination or Jews as a minority group that has faced discrimination. This document demonizes Jews who support Israel's right to exist as a Jewish state (which is almost all of us) and opens them to discrimination and harassment.</p> <p>The Jewish community is a strong ally of anti-bias curriculum that protects Arabs and Muslims from discrimination on the basis of national origin and religion.</p>

Public Input Template–2020 Ethnic Studies Model Curriculum

Page 2 of 3

Chapter of Model Curriculum	Your Name and Affiliation	Comment (include page and line numbers where applicable)
Glossary		<p>p.2 lines 30-40 defines BDS in a way that is completely one-sided. The definition leaves out the fact that BDS advocates such as Direct Action for Palestine, Jewish Voice for Peace and Students for Justice in Palestine deny the right of Israel to exist as a Jewish state. In approving of BDS, the guidelines step far out of the overwhelming mainstream of progressive Jewish peace activists. BDS advocates deny the right of Israel to exist as a Jewish state. This fringe view is rejected by the Saudi Peace Initiative, the Palestinian National Council, and almost all genuine advocates for peace, Palestinian statehood, and an end to the occupation.</p>
The sample lesson plans, ch. 2		<p>Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives (p. 234).</p> <p>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 (p. 234).</p> <p>Uses unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237).</p> <p>Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242).</p> <p>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 (p. 256, 264-269).</p>

Public Input Template–2020 Ethnic Studies Model Curriculum
Page 3 of 3

California Department of Education, June 2019