

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	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	P.22, lines 30-40 BDS The representation of BDS is one-sided omitting facts. BDS is a movement to isolate Israel. Arabs living in Israel have full privileges and rights including the right to vote; most visitors to Israel and scholars would dispute the use of the word “apartheid.”
Sample Lesson Plan	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	P.233 line 1 I disagree with the term “U.S. Imperialism” as if it’s an accepted fact.
Sample Lesson Plan	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	P.236 lines 5008-9 and P. 239 lines 5078-5083 Comparative border studies between Israel and Mexico is a specious argument. The U.S is trying to make the borders safe and offer humanitarian aid to migrants. Israel works to stop terrorists at the border from entering the country to slaughter their people .
Sample Lesson Plan	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	P.237 5030 “Israel-Palestine” There is no state or country of Palestine. The area is Israel, a Jewish state, with lands that were bought and given legal status through international recognition.
Sample Lesson Plan	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	P. 242 lines 5157-5161 give a one sided, non-historic view, of what occurred after Israel declared its independence, and it omits many facts. Arab leaders advised Arabs to leave their homes, and 5 Arab armies attacked Israel.
Sample Lesson Plan	R.L. Shpall, M.A. retired	P. 256 lines 5495-5508 hegemony activities. Hearing this recording about hegemony and writing about it in one’s own life encourages students to feel oppressed and act

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	middle school teacher, social studies, ELD	like victims instead of encouraging them to take responsibility for themselves and be optimistic about accomplishing their goals.	
Sample Lesson Plan	R.L. Shpall M.A. retired middle school teacher, social studies, ELD	p. 263 line 5656 rap song It is untrue that Arabs cannot shop at “these malls” in Israel. Arabs are free to move about and shop wherever they wish. This is another example of how there is no apartheid in Israel.	
General	R.L. Shpall, M.A. retired middle school teacher, social studies, ELD	This curriculum needs to be factual and historically accurate, and it should not depict a one sided, victim promoting, and politically correct bias. Please refrain from using politically fashionable jargon	
			R.L. Shpall, M.A. retired middle school teacher, social studies, ELD
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