

## 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)
General Commentary and Introduction of Model Curriculum	<i>Olya Singer</i>	<p>I am deeply troubled by what I see in the model curriculum. The developers of this model curriculum have shown a deep bias and disregard for fully representing Jewish people and their history. I am advising that the model curriculum be seriously reviewed, corrected, and revised in order to adequately cover Jews and Jewish elements as a part of the ethnic curriculum. Please see specifics noted below.</p> <p>The introduction of the proposed curriculum states that, "The implementation of Ethnic Studies presents an opportunity for teachers to... enable students to develop a deep appreciation for cultural diversity and inclusion, and aids in the eradication of bigotry, hate, and racism." However, the curriculum does not include a single lesson about the Jewish community, and only mentions Jews in passing. Antisemitism has been on the rise and ignorance about the Jewish people still a major problem in our society. The exclusion of Jews from this curriculum is deeply troubling and has left me dumbfounded.</p>
Page 234	Olya Singer	<p>This section tells teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no voices critical of their perspectives. The section also promotes a</p>

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Page 2 of 2

		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.
page 237	Olya Singer	This page is entirely unclear and uses language that implies "Israel-Palestine" as a whole is an Arab country, which is not the case.
page 242	Olya Singer	This section frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives.
Pages 256, 264-269	Olya Singer	This section tells teachers to use a poem featuring harsh criticism of Israel, but no content offering a positive perspective about Israel or criticism of Palestinian leaders.
Glossary	Olya Singer	The glossary for the curriculum includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel. It claims the purpose of BDS is to, "establish freedom for Palestinians living under apartheid conditions" without any critical perspective, including that a stated goal of much of them movement is actually to end the existence of the State of Israel.