

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	Sandra Rappaport Parent of high schooler	I respectfully request the removal of BDS and other anti-Israeli bias from this model curriculum.	
Chapter 2	Sandra Rappaport Parent of high schooler	It strikes me as remarkable that the word “Jew” is mentioned only 4 times in the entire 300 pages of Chapter 2, including the phrases “drive Jews into the sea” and “hate Jews”. The word “Arab” is mentioned over 200 times across more than 10% of the pages in the document. The omission of the essential American experience of Jewish immigration into our country is a glaring. Please add lessons about American Jews as an ethnic group, including those who fled the Holocaust, oppression in the Middle East, and discrimination in the former Soviet Union.	

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Glossary	Sandra Rappaport Parent of high schooler	Page 2 - 3. 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.	
Chapter 2	Sandra Rappaport Parent of high schooler	<p>Pages 234, 237, 241, 242, 256, 264-269.</p> <p>The curriculum encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but does not offer any critique of their perspectives (p. 234).</p> <p>It 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>There is unclear language that implies "Israel-Palestine" as a whole is an Arab country, which is not the case (p. 237).</p> <p>It does not refer to the country of Israel as Israel, despite the fact that there is no nation with the name of "Palestine/Israel". (p. 241)</p> <p>The Palestinian narrative of the 1948 War is framed as fact, with no alternative perspectives (p. 242).</p> <p>Teachers are encouraged 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>	