

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	Wendy Stahl, concerned citizen	I am so happy there will be a course concerning the experience of marginalized communities. Unfortunately, it appears that there is bias against Jews and against Israel in the curriculum. While we clearly need to teach our children about the Palestinian experience, the experience of the Jews must not be minimized. While they have experienced much public success, and while most Jews are white-skinned, the Jews are a historically marginalized community that continues to be marginalized to greater extents in these times under Donald Trump, and it would be appreciated for them to be mentioned in the curriculum. I'm afraid that if the Palestinian viewpoint is the only one provided, that we will be raising individuals who will have a bias against Jews and unconsciously promote antisemitism. So please include information that respects both sides of a difficult historical situation. Thank you.
Glossary		Includes a definition of the Boycott, Divestment, and Sanctions (BDS) Movement against Israel: "establish freedom for Palestinians living under apartheid conditions" fails to include that a stated goal of much of the movement is actually to end the existence of the State of Israel.

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Chapter 2, Sample Course Models		<p>Encourages teachers to highlight BDS and a pro-BDS group called Direct Action for Palestine, but no mention of voices critical of their perspectives (p. 234 line 4956).</p> <p>Uses unclear language that implies "Israel-Palestine" as a whole is an Arab country (p. 237 line 5030).</p> <p>Frames the Palestinian narrative of the 1948 War as fact, with no alternative perspectives (p. 242 lines 5154-5163).</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>