



Instructional Resources that Address Antisemitism

While the term antisemitism may appear in specific sections of the curriculum, the [History Social-Science Framework for California Public Schools](#) and the [California Ethnic Studies Model Curriculum](#) highlight various areas that can serve as entry points for instruction. These areas address antisemitism both as a concept and in relation to historical events. Several potential HSS Content Standards that offer opportunities to discuss antisemitism include the following:

Grade 6 World History and Geography: Ancient Civilizations

- 6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.
- 6.3.1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
- 6.3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
- 6.3.3 Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
- 6.3.4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
- 6.4.5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.

Grade 7 World History and Geography: Medieval and Early Modern Times

- 7.6.6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
- 7.9.7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).
- 7.10.1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).



Grade 10 World History and Geography: The Modern World

- 10.8.5. Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
- 10.9.6. Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

Grade 11 United States History: Continuity and Change in the 20th Century

- 11.7.5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

The California Ethnic Studies Model Curriculum makes reference to antisemitism in the following areas:

- Preface: Focus on Four Foundational Disciplines
- Introduction and Overview: Eight Outcomes Of K–12 Ethnic Studies Teaching
- Widening Our Universe Of Obligation
- Sample Lesson 30: Antisemitism and Jewish Middle Eastern Americans
- Sample Lesson 31: Jewish Americans: Identity, Intersectionality, and Complicating Ideas of Race
- Lesson Resources:
 - Facing History and Ourselves
 - UC Approved Course Outlines- World War II

In addition to the CA HSS Framework and the California Ethnic Studies Model Curriculum, numerous resources dedicated to Holocaust education and the fight against antisemitism are available to District staff this year through our HSS and Ethnic Studies [Schoolology](#) groups. Teachers can find these resources in the Updates and Resources sections of the various HSS and Ethnic Studies Schoolology Groups to enhance instructional materials addressing antisemitism. Noteworthy resources encompass, but are not restricted to, the following:

- Combating Antisemitism
- Remembering and Honoring the Holocaust
- Holocaust Museum LA Upcoming Educator Trainings
- Echoes and Reflections
- Remembering and Honoring the Holocaust