

Antisemitism and Societal Bias Prevention Curriculum and Professional Development Rubric (DRAFT VERSION)

NOTE: This draft Antisemitism and Societal Bias Prevention Curriculum and Professional Development (PD) Rubric is open for public comment from October 17, 2025 through December 1, 2025. Individuals and organizations may submit public comment via this link: [Public Comment: Antisemitism and Societal Bias Prevention Curriculum and Professional Development Rubric](#).

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The Department of Elementary and Secondary Education (DESE) collaborates on the shared goal of addressing antisemitism and societal bias with the Governor's Office, the Executive Office of Education, the Office of the Attorney General, federal agencies, and educational associations, and in consultation with school and district administrators and educators, students, and families across the Commonwealth. Guided by its [Educational Vision](#), DESE provides guidance, resources, and information to school officials and others about federal and state civil rights laws that protect students from discrimination and harassment and provides resources and guidance on violence prevention.

Understanding antisemitism and societal bias

Antisemitism is commonly understood as general hatred towards Jewish individuals and communities. **Societal bias**, or identity-based bias, includes antisemitism and relates to prejudice based on any person's identity characteristics such as race, religion, disability, immigration status, sexual orientation, and gender identity. Prejudice is countered when educational environments foster critical thinking, empathy development, and self-esteem to create positive anti-bias environments where respect for diversity is taught, modeled, and experienced. [Schools have legal obligations to prevent and address hate and bias incidents.](#)

Building cross-community partnerships

To counter antisemitism and societal bias, school communities should find ways to increase awareness of the origins, history, and effects of hate based on protected characteristics, including teaching about genocide. Educators can create opportunities for understanding, preventing, and responding to antisemitism and societal bias in many ways, such as incorporating anti-bias education into school and district initiatives and partnering with parents/guardians and community advocates.

Preventing antisemitism and societal bias

An anti-bias lens provides opportunities for educators to implement [culturally and linguistically sustaining practices](#) and programming by aligning instructional practices within the [Multi-Tiered System of Support \(MTSS\)](#) framework, the [WIDA English Language Development \(ELD\) Standards Framework](#), and the [Safe and Supportive Schools \(SaSS\) Framework and Self-Reflection Tool](#). Anti-bias curriculum and professional development (PD) implementation is supported by various DESE resources including, but not limited to, the [Comprehensive Health and Physical Education \(CHPE\) Framework](#), the [CHPE Curriculum Guide](#), the [History and Social Science \(HSS\) Framework](#), the [Investigating History](#) curriculum, [Standards of Effective Teaching Practice](#), and the [Massachusetts Standards for Professional Development](#).

Rubric Design

The **Antisemitism and Societal Bias Prevention Curriculum and Professional Development (PD) Rubric** is designed to support educators in evaluating instructional materials and PD workshops specific to preventing antisemitism and societal bias. The development of this rubric supports efforts to prevent and address antisemitism and societal bias in schools, per [M.G.L c. 71, s. 98A](#) (added by Acts of 2024, c. 140, s. 106) through an anti-bias lens. This rubric establishes the criteria by which school districts, charter schools, approved private day or residential schools, collaborative schools, and DESE will be able to evaluate and identify model and evidence-based curricula and PD tailored to preventing and addressing antisemitism; ethnic, racial, and religious hate; and discrimination.

This rubric supports the evaluation of the content of antisemitism and societal bias prevention curricular materials and professional development for alignment to relevant elements related to the [Curriculum Frameworks](#) Anti-bias curricular

materials should align with one or more standards from the Massachusetts Curriculum Frameworks and may not be in conflict with any of the Massachusetts Frameworks. The rubric notes some relevant standards that materials may address.

This rubric is additionally informed by state and federal guidance and resources to assist schools and districts in creating and strengthening safe and supportive learning environments and preventing and addressing antisemitism, hate, and bias incidents.

Instructional materials (curriculum and professional development) should provide clear guidance, instructions, and structures that promote implementation aligned to the [Massachusetts Standards for Effective Practice](#) and [Massachusetts Standards for Professional Development](#). With any curricular program, skillful implementation requires investment in ongoing, curriculum-aligned professional learning for administrators and teachers to ensure the enacted curriculum supports and engages all students.

Antisemitism and Societal Bias Prevention Curriculum Rubric

Criteria	Meets Expectations	Links to Additional Resources
Materials align with the MA History and Social Science (HSS) Curriculum Framework	Instructional materials fully align with the MA HSS Curriculum Framework content standards. Materials provide comprehensive, accurate history of antisemitism across time periods and regions. Instruction related to Judaism and the history of the Jewish people appears throughout the HSS Curriculum Framework, most notably in the sixth-grade and high school content standards, and may also be embedded in related topics across grade levels. For example: Grade 6: • Topic 3 (Western Asia, the Middle East and North Africa) in the World Geography and Ancient History I course; Topic 6.3e "Ancient Israel, Palestine, c. 2000 BCE-70 CE" US History II: • Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era [including] k) the America First movement and anti-Semitism in the United States. World History I: • Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began. • Describe the expulsion of Jews and Muslims from the Iberian Peninsula after the Treaty of Granada (1492), the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and Christianize the Americas and the Philippines, and Portuguese conflicts with Muslim states. World History II: • Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi	• Massachusetts History/Social Science (HSS) Curriculum Framework

Criteria	Meets Expectations	Links to Additional Resources
	dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people. Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts. (a-h.)	
Materials address antisemitism within broader context of societal bias	Instructional materials address antisemitism within the broader context of societal bias, including (but not limited to) racism, xenophobia, and other forms of hate; and includes a broad representation of diverse Jewish identities. For example: - Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations. (CHPE) - Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships and demonstrate strategies to address these factors. (CHPE) - Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect. (CHPE) - Incorporate diverse perspectives and acknowledge that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience. (HSS) - Analyze the causes of genocide and mass atrocities in the modern world. (HSS) - Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people. (HSS)	Resources Relative to Antisemitism and Societal Bias in schools Safe and Supportive Schools (SaSS) Framework and Self-Reflection Tool Massachusetts Comprehensive Health and Physical Education (CHPE) Curriculum Framework Massachusetts History/Social Science (HSS) Curriculum Framework
Materials support students' mental and emotional health and building healthy relationships in combatting antisemitism and societal bias	Students engage in learning experiences that give them the opportunity to take the perspective of and empathize with others, including those from diverse backgrounds and cultures, to better understand others and treat all individuals with respect. Instructional materials support students' mental and emotional health and building healthy relationships in combatting antisemitism and societal bias	Massachusetts Comprehensive Health and Physical Education (CHPE) Curriculum Framework Safe and Supportive Schools (SaSS) Framework and Self-Reflection Tool

Criteria	Meets Expectations	Links to Additional Resources
	aligned with expectations in the CHPE Framework and Safe and Supportive Schools (SaSS) Framework. For example: • Build community connectedness and positive relationships with those of similar and different cultural, ethnic, and racial backgrounds (SaSS) • Recognize and appreciate individual differences in others. (CHPE) • Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice. (CHPE) • Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs (CHPE) • Work cooperatively to support the safety of individuals, families, and communities. (CHPE) • Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others' perspectives. (CHPE) • Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. (CHPE) • Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. (CHPE)	• Resources for Social and Emotional Learning in Massachusetts
Materials have students evaluate and analyze information and sources aligned with the expectations across the MA Curriculum Frameworks	Instructional materials promote critical thinking and media literacy skills that fully align with the MA Curriculum Frameworks. For example: • Students are taught to evaluate the level of expertise, credibility, and potential bias of sources to understand and use information in meaningful ways. (CHPE) • Evaluate the credibility, accuracy, and relevance of each source. (HSS) • Organize information and data from multiple primary and secondary sources. (HSS) • Analyze the purpose and point of view of each source; distinguish opinion from fact. (HSS) • Evaluate digital sources for accuracy, relevancy, and appropriateness. (DLCS)	• Massachusetts History/Social Science (HSS) Curriculum Framework • Massachusetts Comprehensive Health and Physical Education (CHPE) Curriculum Framework • Massachusetts Digital Literacy and Computer Science (DLCS) Curriculum Framework

Criteria	Meets Expectations	Links to Additional Resources
	- Evaluate how media and technology can be used to distort, exaggerate, and misrepresent information. (DLCS) - Evaluate the bias of digital information sources, including websites. (DLCS) - Analyze the impact of values and points of view that are presented in media messages (e.g., racial, gender, political). (DLCS)	
Materials include general elements of high-quality curricula and are accessible for all students	Instructional materials are aligned to general expectations of high-quality curricula and supports for all students to access the learning, including multilingual learners and students with disabilities. For example, the materials: - Feature a clear progression of learning. The intended purpose of each lesson and task is clear, and content and language learning are interdependent. - Utilize differentiated strategies and/or activities to meet the diverse needs of all students - Include supports specific to multilingual learners (e.g., references to cognates, as-needed scaffolding, and entry points to amplify—rather than simplify—complex language) as well as supports that benefit multilingual learners among other learners (e.g., repeated exposure to academic vocabulary and opportunities to develop academic language in English). - Include assessments that help teachers measure learning and adjust instruction. - Include rubrics, exemplars, or other resources that help set clear expectations for students.	- Curriculum Ratings by Teachers (CURATE) Blueprint for English Learner Success (MA DESE) ELD Framework (2020) (WIDA Consortium) Massachusetts Guidebook for Inclusive Practice - MA DESE definition and resources to support Culturally and Linguistically Sustaining Practices
Materials include helpful supports for educators	High-quality materials should include guidance and resources designed specifically to build educators' knowledge, pedagogical practice, and establishing a safe and supportive learning environment. Examples of supports include: - Relevant aspects of background content knowledge for the teacher (e.g., knowledge of historical patterns of bias) - Context for teachers to develop their sociocultural consciousness by accurately contextualizing historical frames - Supports to develop pedagogical skills for instruction of topics.	- Massachusetts Standards of Effective Practice Blueprint for English Learner Success (MA DESE) ELD Framework (2020) (WIDA Consortium) Massachusetts Guidebook for Inclusive Practice

Criteria	Meets Expectations	Links to Additional Resources
	- Assist educators in emotionally sensitive topics by providing instructional strategies and/or strategies for communicating with parents and community members - Include suggested classroom routines and structures (e.g., grouping strategies). - Resources to support productive student discourse (e.g., consistent discussion protocols, guidance on how to monitor for equity, and enhance language development such as heterogeneous groups, home language groups, etc.).	- MA DESE definition and resources to support Culturally and Linguistically Sustaining Practices Safe and Supportive Schools (SaSS) Framework and Self-Reflection Tool
Professional development is aligned to and meets the criteria for high quality	Educators should be provided with professional development prior to and during implementation of the materials. Professional Development is aligned to the criteria above and incorporates the elements of the MA Standards for Professional Development, for example: - Skillful, prepared facilitators with content expertise lead professional development. - Incorporates research-based strategies for active engagement of adult learners. - Facilitators model the practices needed to attain goals and learning objectives. - Includes personalization and differentiation to meet unique learning needs of educators.	Massachusetts Standards for Professional Development