

**Northshore School District Ethnic Studies Pilot Work Team  
Professional Development:  
Collaborative Learning Team Agenda for 12/6/21 5:00-6:30pm**

<p><b>Summary &amp; Purpose</b></p>	<p>The P-12 Ethnic Studies Committee will be responsible for recommending to the Superintendent a plan for the implementation of a P-12 Ethnic Studies Framework for use across grade levels and content and a high school elective or required course. The framework and the high school course will promote the self-identity, humanization and empowerment of all students, healing from historic trauma, civic action and community engagement. Ethnic Studies pedagogy will also promote collaboration, deep thinking and critical analysis of racism and other forms of oppression.</p> <table border="1" data-bbox="321 562 1497 869"> <tr> <td align="center" data-bbox="321 562 1497 625"> <p><b>Main Objective</b></p> </td> </tr> <tr> <td data-bbox="321 625 1497 869"> <p>The team will engage in professional learning and discourse in order to co-construct the NSD Ethnic Studies Framework and Supporting Documents to include: <i>key themes; definitions; enduring understandings; essential questions; learning targets; vocabulary, planning considerations; curricular correlations; and recommendations by level and course type</i>. Then, the team will create a semester-long Ethnic Studies high school course with a clear scope and sequence, outlining units and lessons, rooted in the hallmarks of transformative Ethnic Studies.</p> </td> </tr> </table>	<p><b>Main Objective</b></p>	<p>The team will engage in professional learning and discourse in order to co-construct the NSD Ethnic Studies Framework and Supporting Documents to include: <i>key themes; definitions; enduring understandings; essential questions; learning targets; vocabulary, planning considerations; curricular correlations; and recommendations by level and course type</i>. Then, the team will create a semester-long Ethnic Studies high school course with a clear scope and sequence, outlining units and lessons, rooted in the hallmarks of transformative Ethnic Studies.</p>
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<p><b>Learning Outcomes</b></p>	<p><u>Ethnic Studies Collaborative Learning Team participants will:</u></p> <ul style="list-style-type: none"> <li>● Analyze readings to conceptualize Ethnic Studies in a community of diverse voices.</li> <li>● Review and inform community guidelines to operationalize our agreements as a community of learners and practitioners, while also understanding the need to be open to growth and change as we engage in social justice projects.</li> </ul>		
<p><b>Agenda of Learning Activities</b></p>	<p>5:00 Welcome</p> <ul style="list-style-type: none"> <li>● Discuss and analyze Ethnic Studies readings about the purpose, history, and pedagogy of Ethnic Studies</li> <li>● Consider how the key ideas, questions and discussions from the text help us conceptualize Ethnic Studies help us think about how to integrate Ethnic Studies P12</li> <li>● Reflect on our Community Guidelines &amp; Provide Feedback</li> </ul> <p>6:30 Good Night</p>		
<p><b>Materials &amp; Resources</b></p>	<ul style="list-style-type: none"> <li>● <i>Rethinking Ethnic Studies (Cuahtin, Zavala, Sleeter &amp; Au, 2019)</i></li> <li>● <i>This Book is Anti-Racist (Jewell &amp; Durand, 2020)</i></li> <li>● <i>OSPI Washington State Ethnic Studies Framework (OSPI, Version 1.0-9/28/21)</i></li> </ul>		
<p><b>Preparing for Next Time</b></p>	<p><b>All Members:</b> <a href="#">OSPI Washington State Ethnic Studies Framework</a>, p. 5-12</p> <p><u>RETHINKING ETHNIC STUDIES</u></p> <ul style="list-style-type: none"> <li>● <i>New Members: P. 20-25, What is Ethnic Studies Pedagogy?</i></li> <li>● <i>Returning Members: *None, welcome to review, if desired*</i></li> </ul> <p><b>Student Members:</b> <u>THIS BOOK IS ANTI-RACIST: Chapter 3-5</u></p> <ul style="list-style-type: none"> <li>● <i>What is Race? What is Ethnicity?</i></li> <li>● <i>What is Racism? (Personal)</i></li> <li>● <i>What is Racism (Institutional)</i></li> </ul>		