Ethnic Studies
Northshore School District

CMAC Update
December 6, 2021

Melissa Riley and Ayva Thomas
Ethnic Studies Overview

- Ethnic Studies Timeline
- What is Ethnic Studies?
- NSD Ethnic Studies Framework
  - Components
  - Themes
  - Framework Examples by Grade Band
- Ethnic Studies High School Course
- Resources
- Questions
Ethnic Studies Timeline

2019-20
- Small Ethnic Studies Work Team
- CMAC Update
- Senate Bill 5023 & Senate Bill 6066

2020-21
- Launched Core Design Team and Collaborative Learning Team

2021-22
- Complete NSD framework draft
- Draft high school course
- OSPI Ethnic Studies Framework and Open Educational Resources

2022-23
- Pilot NSD framework
- Pilot high school course
- Community Education and Feedback
- CMAC & School Board

2023-24
- Implement framework and course
- Professional Learning & Community Engagement
What is Ethnic Studies?

As defined by the Washington Office of Superintendent of Public Instruction:

“Ethnic Studies is an interdisciplinary, multidisciplinary, and comparative study of the social, cultural, political, and economic expression and experiences of ethnic groups.”
Ethnic Studies Framework

- “Integrated”
- Preschool - 12th Grade
- By Grade Band
- Year Round
- All schools, all disciplines
- Iterative, non-linear
- Not a curriculum
- Responsive
- Professional Development
Framework Components

~ DRAFT ~

- Themes
- Definitions
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Learning Targets
- Vocabulary
- Planning Considerations
- Correlating Standards
- Correlating Curriculum
- *Home-School Connections*
- *Related Resources*
# The Themes

<table>
<thead>
<tr>
<th>Identity</th>
<th>Power and Oppression</th>
<th>History of Resistance and Liberation</th>
<th>Healing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal identities</td>
<td>Social structures</td>
<td>Histories of resisting oppression</td>
<td>Celebrating and humanizing one another, ourselves</td>
</tr>
<tr>
<td>Social identities</td>
<td>Resources and/in community</td>
<td>Centering voices within oppressed communities</td>
<td>Working to undo forms of oppression</td>
</tr>
<tr>
<td>Intersectionality</td>
<td>Types of power</td>
<td>Building solidarity across communities</td>
<td>Working as a collective toward justice</td>
</tr>
<tr>
<td></td>
<td>Forms of oppression</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Framework Draft Example ~ Identity

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>P - 2</th>
<th>3 - 5</th>
<th>6 - 8</th>
<th>9 - 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Questions</td>
<td>Who am I? What is “identity”? Who is in my (what is a?) family?</td>
<td>Who am I? What makes up my identity? What does it mean to be a part of a community?</td>
<td>Who am I? Which communities am I part of? (intersectionality?) How is identity expression impacted by social norms, over time, and place?</td>
<td>Who am I? How does ethnic studies relate to my identity? Who are we as a community (classroom or school) and how can we respect each other’s identities?</td>
</tr>
<tr>
<td>Learning Target</td>
<td>Students can identify aspects of their heritage, custom and values that shape their family’s culture.</td>
<td>Students can identify aspects of their heritage, custom and values that shape our region’s culture.</td>
<td>Students can analyze the aspects of their heritage, custom and values that shape American culture.</td>
<td>Students can analyze and evaluate aspects of their heritage, custom and values, and how their community has had an impact globally.</td>
</tr>
</tbody>
</table>
Ethnic Studies High School Course

- “Stand Alone”
- Semester-long
- Elective or Required
- All high schools
- Scope and Sequence
- Course Guidance
- Not a curriculum
- Responsiveness
- Resource Bank
- Teacher Training
Learn More: Related Research & Reading Resources

Books

- Rethinking Ethnic Studies (2019)
- Planting the Seeds of Equity: Ethnic Studies and Social Justice in the K-2 Classroom (2020)

Websites

- Washington State Ethnic Studies Portal

Research

- Stanford Review: https://news.stanford.edu/2016/01/12/ethnic-studies-benefits-011216/
- The Academic and Social Value of Ethnic Studies (NEA Report, 2011)
- Toward an Ethnic Studies Pedagogy: Implications for K-12 Schools from the Research
Questions?