

Ethnic Studies

12.16.21

CORE DESIGN TEAM
2021-2022

[CLICK HERE TO DO
ATTENDANCE](#)

Land Acknowledgement

We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous peoples and sacred lands so we can build our awareness of how settler colonization still exists today. We honor the ways of knowing and ways of being of Indigenous peoples and tribal nations, who are still here and thriving, in our district-community. We resolve to learn from these realities and partner with local Indigenous peoples and tribal leaders to work toward a justice-driven educational experience for each student, family, community member, and educator in Northshore. We also acknowledge that this is a working land acknowledgement that will continue to evolve as our partnership with local Indigenous peoples and tribal leaders expands.

Outcomes for Today!

- Discuss and analyze Ethnic Studies readings about the purpose, history, and pedagogy of Ethnic Studies
- Engage in comparative analysis of the Washington State's Ethnic Studies Framework and the NSD P-12 Ethnic Studies framework
- Determine how the key aspects of each anchor text inform pedagogical influences and shifts needed in the P-12 Ethnic Studies Framework.


Individual Rights

DR. CHRIS. EMDIN **WE BELIEVE**

RIGHTS OF THE BODY

20/20 Vision is Problematic When the World
is 360.

- 1) The right to be here.
- 2) The right to feel.
- 3) The right to act.
- 4) The right to love and
be loved.
- 5) The right to speak
truth to power.
- 6) The right to see.
- 7) The right to know.

 UNIVERSITY
PREP
ART & DESIGN
SECONDARY SCHOOL

Courageous Conversations call on each of us to:

Stay Engaged

Stay emotionally, intellectually, morally and relationally involved, resist the inclination to check out

Speak Your Truth

Absolute honesty about thoughts, feelings to truly develop your racial consciousness

Experience Discomfort

Tough conversations help build tolerance for discomfort with challenges of racial disparity

Expect and Accept Non-Closure

Commit to ongoing conversations with no easy fix



Shared Community Guidelines - A process, not an event

The following can also impact how we show up in spaces:

- Knowledge Construction
- Identity
- Positionality
- Safety

- Equity over equality
- Awareness of positionality in the space
- Amplifying and centering voices that have been excluded and silenced over time
- Humanizing teaching and learning
- Safe spaces AND brave spaces
- Critical self- and community-reflection
- Taking action

Critical Reflections & Community Guidelines

Important Insights:

- Keep talking about and naming the guidelines
- Be reflectives and gain insight
- Nurture brave and safe spaces for all
- Champion this work
- Bring others in and along
- Position and privilege
- Building team trust
- Showing up in person or on zoom
- Equity of voice
- Pondering civic engagement
- Allow processing time
- Making mistakes and advocating for revisions
- Positivity and productivity

Application to NSD Framework Components ~ 2021

Revisiting, Recommending, Revising and Drafting:

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

Learning Tasks By Grade Bands

- Mining Texts: Focusing on the Framework
 - Based on your reading and discussions, please capture:
 - What are the key ideas “golden nuggets” that need to we need to consider from the OSPI document(s) and related readings?
 - What are the implications for us as we co-construction the framework across themes?
- Framework Application
 - Based on our learning and shared knowledge, what can we agree to revise or add to our “Grade Band Frameworks” now?
 - What can we hold space to ponder and come back around in January?

OSPI Frameworks - Key Considerations Review

Please review:

- Foundations for Implementation
- Framework Domains and our Themes
- Preparing to Teach Ethnic Studies - Course & Integration
- Essential Knowledge
- Classroom Practice
- Resources & Materials
- Identification of Existing Standards
 - Social Studies Crosswalk by Band
 - WA State Content Standard Alignment

Ethnic Studies History and Pedagogy

Discuss Key Ideas in the Texts:

- Ethnic Studies as an act of liberation
- Promoting self-determination
- Ethnic Studies Pedagogy: purpose, content, context, methods & identity
- Components of Ethnic Studies
- Components of Community Responsive Pedagogy
- Culturally Responsive Pedagogy
- Student Agency
- Hallmarks of Ethnic Studies

Analysis to Application

Guiding Questions:

- What other key ideas need to be considered based on the readings?
- How ARE or CAN these key ideas be embedded in our framework?
- Where are we embedding opportunities for reflection and action throughout our framework?

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CLOSING

Please review your grade band's community guidelines, then click on [this link](#) or the link in the chat to provide your feedback.



Source: Center for the Professional Education of Teaching-Columbia University (2019)

NEXT MEETING:

Core Design
Team

January 20th
4:00-6:30 pm

**Canyon Park and/or
Hybrid/Zoom**

All Members: Rethinking Ethnic Studies

- FOCUS: Collective Healing, p. 83-87 (Indigeneity)
- FRAMEWORK REVIEW, p. 65-75

Adults Only: Transformative Ethnic Studies: Read and/or Review

- Chapter 2

Students:

This Book is Anti-Racist Guide

- *Ch.3 - 5*