

**Northshore School District Ethnic Studies Pilot Work Team  
Professional Development:  
Collaborative Learning Team Agenda for 4/4/22 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="321 554 1497 877"> <tr> <td align="center" data-bbox="321 554 1497 617"> <p><b>Main Objective</b></p> </td> </tr> <tr> <td data-bbox="321 617 1497 877"> <p>The team will engage in professional learning and discourse in order to learn how to create an 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 learn how to create an 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 learn how to create an 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 learn how to create an 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 based on a community of diverse voices and readings..</li> <li>● Interpret the themes (domains) of Ethnic Studies to learn how frameworks are used to inform instruction and how to identify key concepts in Ethnic Studies for students and families.</li> </ul>		
<p><b>Agenda of Learning Activities</b></p>	<p>5:00 Welcome Analyze Ethnic Studies readings about the recommended domains, essential knowledge, and classroom practices needed for Ethnic Studies</p> <p>5:30 Apply learning and discussions to one NSD Ethnic Studies Framework theme (or domain) to inform key considerations Reflect on our Community Guidelines &amp; Provide Feedback</p> <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> </ul>		
<p><b>Preparing for Next Time</b></p>	<p><b>Adult Members:</b></p> <ul style="list-style-type: none"> <li>● Read the draft of the P-12 Framework Healing Framework</li> <li>● Read from Rethinking Ethnic Studies:             <ul style="list-style-type: none"> <li>● P. 235-238 - <i>Regeneration/Transformation: Cultivating Self-Love Through Tezcatlipoca</i></li> <li>● P. 269-274 - <i>Tipu: Connections, Love, Liberation</i></li> </ul> </li> </ul> <p><b>Student Members:</b> <u>THIS BOOK IS ANTI-RACIST: Chapter 15-17</u></p> <ul style="list-style-type: none"> <li>● Spending that Privilege</li> <li>● Allyship</li> <li>● Building Relationships</li> </ul>		

