

# Ethnic Studies

5.19.22

**\*CORE DESIGN TEAM\***  
**2021-2022**

# 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!

- Learn how to design a unit plan for Ethnic Studies, complimented by the Ethnic Studies framework, that acts as a guide for teachers to utilize Ethnic Studies pedagogies with a diverse range of students in a contemporary context.
- Apply prior learning on how to engage students through Critical Pedagogy integrated within the frameworks to a semester long course
- Apply key concepts and practices from teachings and consultancy to 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.

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- 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

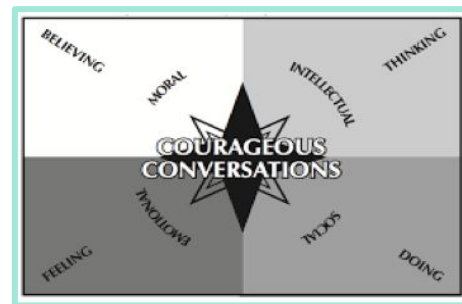
Absolute honesty about thoughts, feelings to truly develop your racial consciousness

## 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

# Response to Feedback

Please review the notes from our Collaborative Learning Team to inform your thinking and planning.

May CLT Notes

## Guiding Questions:

- What other key ideas need to be considered based on feedback?
- Does this live inside of the framework? If so, where?
- Does this live outside of the framework? If so, how can we capture the ideas that will support the implementation of Ethnic Studies?

# HIGH SCHOOL COURSE PILOT ~ UNIT OUTLINE DRAFT

## Mini-Unit Outline: "Under Construction"

- Course Purpose
- Course Materials
- Teaching Resources
- Unit Description
- Unit Goals
- Learning Targets
- Correlating Standards\*
- Essential Vocabulary
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Key Topics and Connected Content
- Assessment (Suggestions)

## Comparative Ethnic Studies

- 1 Semester Elective/Pilot
- Focus on Central Ideas
- Key Content to tangential idea
- Cross Cutting Concepts
- Tied to framework themes
- Supported by resources to enhance student learning experiences



# BREAK OUT TASK

## In Mixed Breakout Groups:

1. Review Unit 1, 2, 3, 4, or 5
2. Add comments or questions with the comments tab by specific items
3. Add any general comments or link supporting resources at the bottom of the last page

## Explore:

- Other units of interest
- Diversity Flower Resources
- Ethnic Studies General Content Resources
- Additional unit notes or resources

# APRIL RECAP: Pedagogical and Planning (Teaching) Considerations

- How will our instruction engage students' thinking about justice, power, and the disruption of oppression?
- How will our framework guide teachers to deepen students' compassion for self, community, others, and the world?
- In what ways does our framework support teachers in co-constructing knowledge with students, that centers race and builds on intersectionality?
- What considerations can you share to teachers to promote non-oppressive relationships and classroom dynamics?
- Do various elements within the framework guide teachers to get at the root cause of our oppressive realities with students in deep, experientially appropriate, and anti-racist ways?

# Key Outcomes: *Application to NSD Framework*

## MUST DOs:

- **Decide on a \*FINAL DRAFT\* Document and a “point person” and let us know.**
- **Finish draft for your band as follows:**
  - **Theme Definitions - What do you recommend for revision? {Comment}**
  - **THEN...**
    - Enduring Understandings
    - Essential Questions
    - Guiding Questions
    - Learning Targets
    - Vocabulary

## MAY DOs:

These will tie into our lesson planning focus in 2022-23

- Correlating Standards
- Correlating Curriculum
- \*Home-School Connections\*
- \*Related Resources\*

# CLOSING

Please review your grade band's community guidelines, then click on **this link** or the link in the chat to provide your feedback.



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

# FINAL MEETING:

Core Design Team

June 9

4:00-6:15 pm

Zoom

All Members: Preparing for Next Time

None

Students: This Book is Anti-Racist Guide

- *Ch. 18-20*
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