

Ethnic Studies

Professional Development: High School Course Team

Tuesday, May 17

3:45-5:45pm

<p>Summary & Purpose</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> <p>Main Objective: 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>
<p>Learning Outcomes</p>	<p><u>Ethnic Studies High School Course Team participants will:</u></p> <ul style="list-style-type: none"> ● Analyze readings, resources, and pedagogical moves needed to support the central ideas regarding the Capitalism and Economic Inequality and Rights ● Determine how to: <ul style="list-style-type: none"> ○ Describe the central ideas of this unit to students ○ Design rigorous and relevant unit goals/objectives ○ Identify correlating standards across disciplines ○ Determine what Tier 3 vocabulary are essential to integrate into content instruction that all students will need to understand and use ○ Scaffold key content with cross-cutting concepts that enrich lesson delivery and student engagement ○ Research and articulate options for related resources that can support and enhance access to critical concepts, while allowing students to engage in inquiry, dialogic interactions, and self-discovery ○ Brainstorm universally designed and meaningful classroom-based assessments that increase cultural competence, critical consciousness and justice-driven civic action.
<p>Agenda of Learning Activities</p>	<p>3:45 - How to prioritize tangential ideas to teach about Capitalism and Economic Inequality and Rights and making the connections to the Ethnic Studies central themes of: <i>Identity, Power & Oppression, History of Resistance & Liberation, and Healing</i></p> <p>4:45 - How to consider and apply key aspects above that relate the pedagogical approaches and decisions needed to teach about this central idea in Ethnic Studies.</p> <p>5:45 - Dismissal</p>
<p>Materials & Resources</p>	<p><i>Ethnic Studies Team Drive</i> <i>Washington State Ethnic Studies Now Resources</i> <i>Rethinking Ethnic Studies</i> <i>Transformative Ethnic Studies</i> <i>This Book is Anti-Racist</i></p>
<p>Preparing for Next Time</p>	<p>All Members: Review and gather resources that support pedagogy and content on Assimilation, Pluralism, and Cultural Inequality and Rights</p>