

Ethnic Studies

6.9.22

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 use the 4 levels of understanding (DOK) to write and revise learning targets that are measurable and related to questions within the framework that guide dialogic conversations and assessment during instruction.
- Apply prior learning on how to engage students in learning with the use of criticality, culturally sustaining, revitalizing, and inclusive practices to integrate the P-12 frameworks with core content lessons.

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.

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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

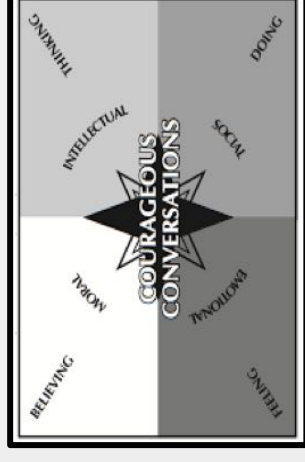
Absolute honesty about thoughts, feelings to truly develop your racial consciousness

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

Priorities

1. Work as a team to apply your learning from DOK to all learning targets, guiding and essential questions, as they relate to the enduring understandings listed.
2. Prepare to cross pollinate with your leveled partners:
 - a. P-2 and 3-5
 - b. 6-8 and 9-12
 - c. Use point people to check in along the way and to determine when to join each other
 - i. P-2 - Jenessa
 - ii. 3-5 - LaChrista & K
 - iii. Valerie
 - iv. Kelly

Backwards Design

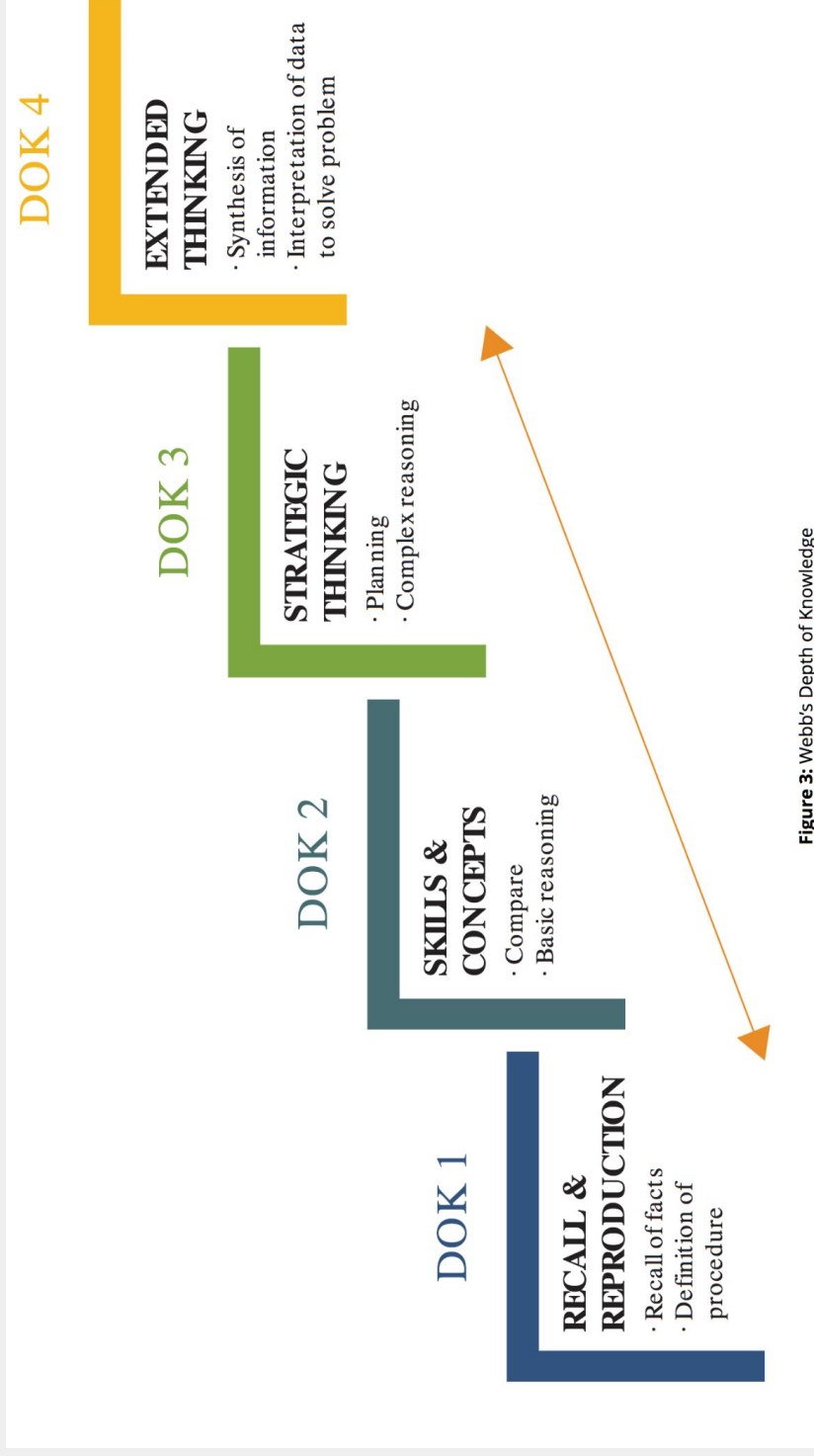
Essential Questions point toward important transferable ideas that are worth understanding and can serve as doorways or lenses through which learners can better see and explore key concepts, themes, theories, issues, and problems.

Guiding Questions are open-ended, but prompt higher levels of thinking, through scaffolding ideas and by helping learners identify and consider key ideas.

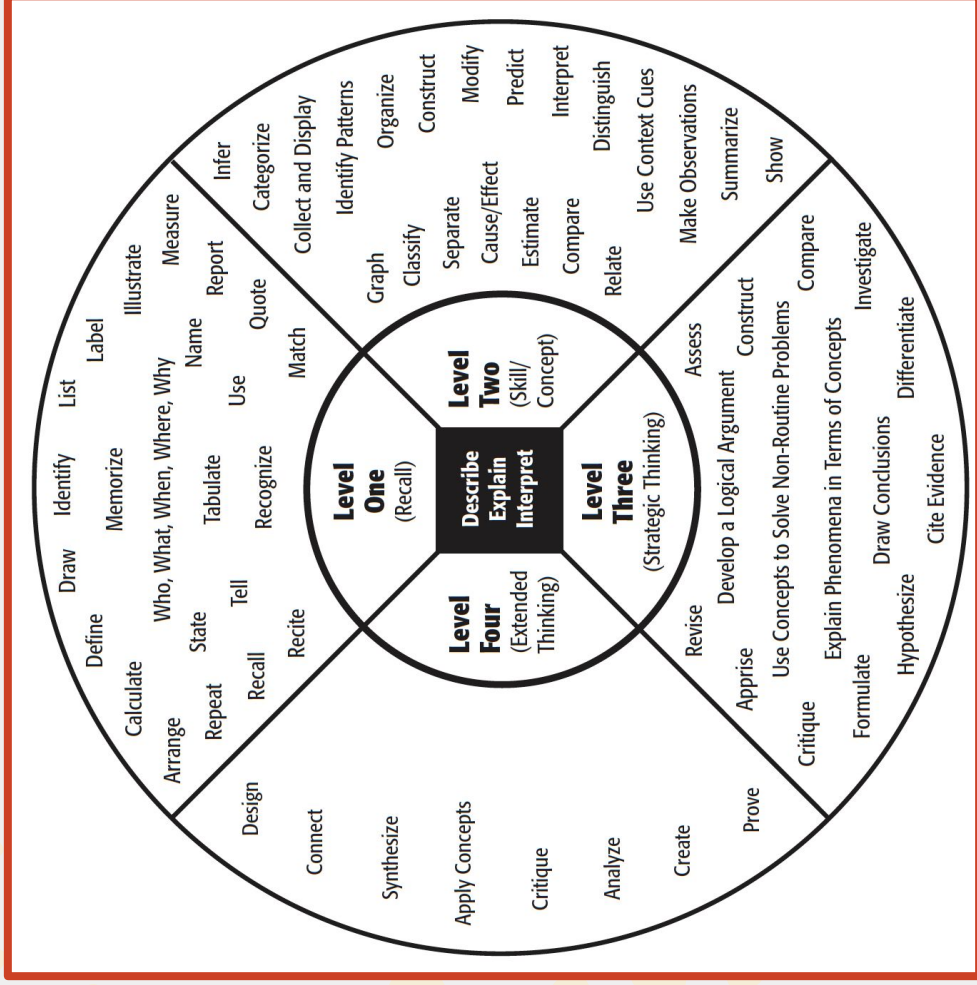
Enduring Understandings are statements summarizing important ideas that are central to a topic and have lasting value beyond the classroom.

Learning Targets are concrete goals that describe clearly what students should know or be able to do by the end of a lesson, unit, project, or investigation.

Building a Scaffold of Understanding



Supporting Learning Targets



How to Review, Response and Revise to Match Our Purpose

- Complete Draft
- Sift comments, addressed them and resolve them!
- Match EUs to EQs to GQs to LTs....build measurable and meaningful learning
- Note agreements about language use
 - I - WE - YOUR - THEY ...be inclusive
 - Academic vocabulary
- Keep our community in mind → Who are our audience of learners?
 - Balance windows and mirrors
- Use planning considerations to your advantage.
- Use your point person for collaboration.
- Share tasks!
- Don't forget the joy and strength in each community!

Thank you!

Please provide your feedback!

TOMORROW BY NOON!

