



Ethnic Studies

High School Pilot
2022-2023



LAND AND PEOPLES 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

- Share and discuss the strengths and growth edges of students culminating projects
- Analyze student voice data and family input to inform content and pedagogical shifts
- Learn how to prepare Ethnic Studies recommendations to the curriculum committee
- Determine how to revise, categorize, and synthesize the central ideas, cross cutting concepts, key content, assessment suggestions, and supporting resources across curricular units to better meet the pedagogical and content-based tenets of Ethnic Studies.

Agenda

- Semester celebrations and growth edges
- Sharing student voice and family feedback
- Pilot logistics
- Content and pedagogical shifts ~ Unit Revision
- Designing course recommendations
- Next Steps

Culminating Projects

What is a “bright spot” or strength in your culminating project for your students and as their teacher?

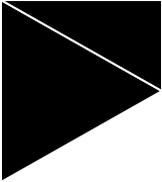
What are the “growth edges” for your students and for you as you think about their culminating projects?

How could this inform how you approach second semester?

Semester Reflections

What did you learn?
What was affirming to
you and/or your
practice?





The Ethnic Studies Package

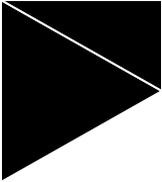
What is it?

Proposal:

- Curricular Units
- Class Sets
- Newsela
- Online Resources

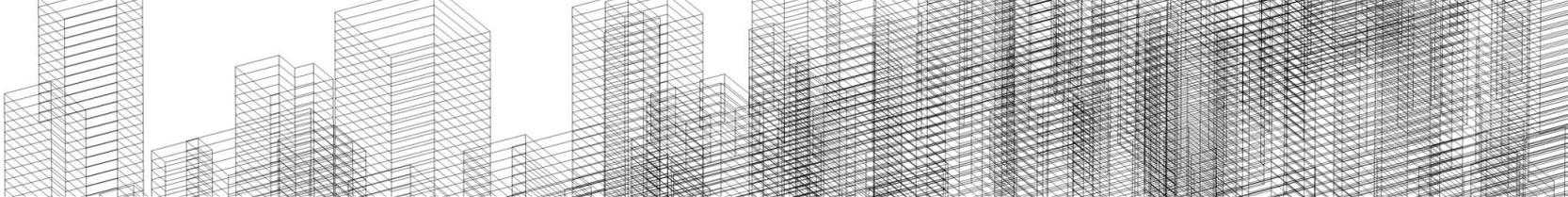
How do we prepare?

- F-2 Teacher Review
- Resource Sorting
- Unit Revision
- Pilot and Implementation Recommendations
- Additional resource prep



Timeline

CMAC Meeting Date	Sponsor Materials Due	CMAC Member Reviews Due	Submission to School Board
October 3, 2022	September 2, 2022	September 26, 2022	October 25, 2022
December 5, 2022	November 4, 2022	November 28, 2022	January 09, 2023
February 6, 2023	January 6, 2023	January 30, 2023	February 27, 2023
March 20, 2023	February 3, 2023	March 13, 2023	April 24, 2023
April 17, 2023	March 17, 2023	April 10, 2023	May 8, 2023
May 15, 2023	April 7, 2023	May 8, 2023	June 12, 2023
June 5, 2023 <i>(if needed – carryover business only)</i>	N/A	N/A	June 26, 2023



Types of Materials and Resources

Core Instructional Materials

are the primary required instructional resources for a given course. They are district-approved and provided to all students to help meet learning standards and provide instruction towards course requirements. These materials are selected for use by all teachers and students as the primary teaching and learning resource in working to meet state standards. Core curriculum includes pacing guides, texts and assessments that assess student learning throughout the course/class. Core instructional materials are required, district approved and provided to all students to fill in the gaps of missing concepts and/or content required to meet grade level.

District Supplemental Materials are used in conjunction with the core instructional materials of a course. Materials are used to support, enrich and individualize the curriculum to meet the instructional needs of students. District supplemental materials may be in print or non-print format, including digital content and services delivered via software or the web. These district supplemental materials are optional and used at the discretion of the teacher.

Open Educational Resources (OERs) are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Any courses using OER as their core, alternative core, intervention, district and/or school supplemental material shall be reviewed following the same selection, adoption and review process as the more traditional materials.

Temporary Supplemental Materials are those items used in conjunction with the core or alternative core instructional materials of a course that are of interest or value for a short period not to supplant the adopted curriculum nor be used on a regular instructional basis. Examples might include timely articles from relevant, reliable sources, websites or news broadcasts. These temporary supplemental materials are optional and used at the discretion of the teacher and do not require CMAC review.

Hallmarks of Ethnic Studies

- Why are they important to the development of our units?
- How can we ensure there is a strong through line across each unit?

Figure 1.1. Hallmarks of Ethnic Studies

Curriculum as Counter-Narrative

Curriculum from the perspectives of people of color

Criticality

Structural analysis of racism and colonialism that works toward dismantling multiple forms of oppression

Reclaiming Cultural Identities

Deep knowledge of where students come from that challenges deculturalizing processes; learning about the historical contributions of their communities

Intersectionality and Multiplicity

Attending to students' multiple social identities and their positions within intersecting relations of power

Community Engagement

Community-based pedagogies and experiences that bridge classrooms to community and social movements

Pedagogy That Is Culturally Responsive and Mediated

Drawing upon students' lived experiences and sociocultural environments; intentional design of learning spaces

Students as Intellectuals

Respecting and fostering students' curiosity, thinking, and intellectualism

Ethnic Studies Content and Pedagogy

- How can we be answerable to the students in our Ethnic Studies classes to inform semester two?
- What adjustments need to be made to content and pedagogy in order for this to happen?

Application

1. Read and Review Units for
 - a. Central Ideas
 - b. Key Content
 - c. Cross Cutting Concepts
2. Determine what is ideas and content are still central
3. Determine what to revise and how
4. Discuss what this will look like and who will do what



→ What recommendations
can we make or
prepare for now?

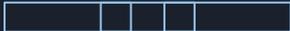
→ What do we need to
save for later?

Remaining Meetings:

- March 6
- April 3
- May 1
- June 5

In between Opportunities:

- Classroom Observation
- Collaborative Planning
- Coaching, Co-taught, and model lessons
- Community Cafes



Next Steps

- Revising the Course Scope and Sequence
- Identifying Key Content Considerations*
- Creating a menu for remaining Key Content for Student Choice