

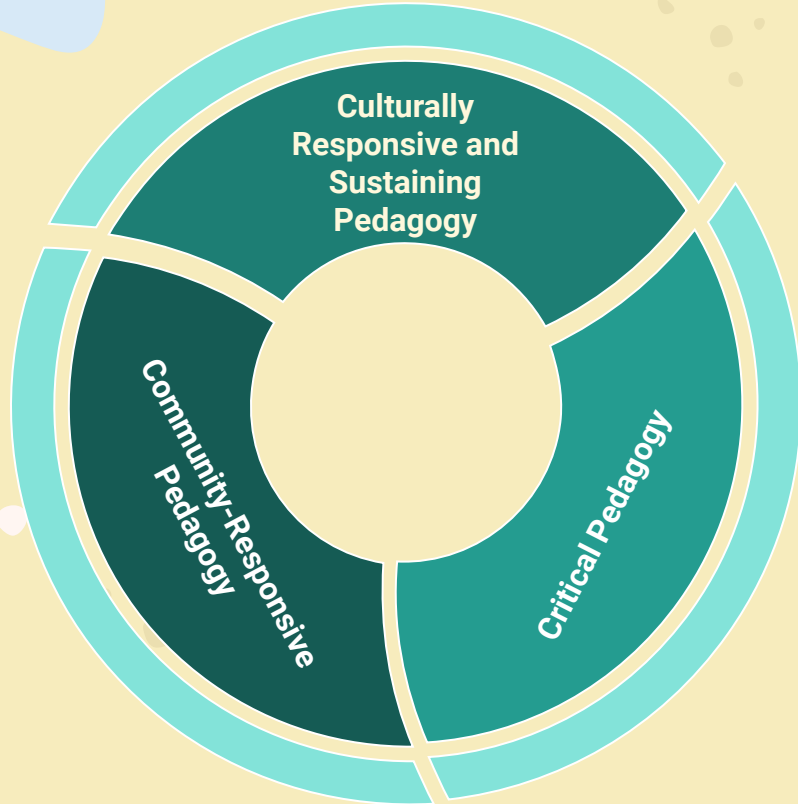
# Framework Pilot

Work Session  
NSD Ethnic Studies Framework Pilot  
December 7, 2022

# *NSD 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.

# What is Ethnic Studies?



*"Ethnic Studies is an interdisciplinary, multidisciplinary, and comparative study of the social, cultural, political, and economic expression and experiences of ethnic groups."*

# Reference Resources

[Ethnic Studies Google Site](#)

[Secondary Framework Pilot Letter](#)

[Elementary Framework Pilot Letter](#)

[Feedback Considerations](#)

[FAQ - Wonderings & Burning ?s](#)

# Agenda



## Everyone

- Welcome
- Celebrations



## Community

- Intro
- Opportunities
- Learning Loops



## Teachers

- Reflection
- Discussion
- Action Time

# Pilot Logistics



**Instruction Outcome:** 3-4 intentional learning experiences per theme focus (1 per week)

**Gather:** Student work samples and feedback

**Share:** Documentation of plans and teacher reflections

Theme Focus:  
**Identity**



Theme Focus:  
**Power &  
Oppression**



Theme Focus:  
**History of  
Resistance  
& Liberation**



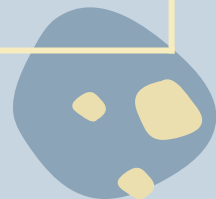
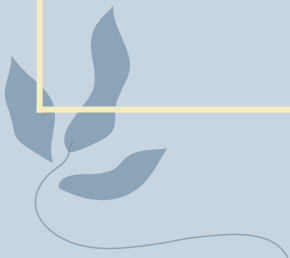
Theme Focus:  
**Healing &  
Futurity**

(Oct. 20-Nov. 8)

(Nov. 9-Dec. 6)

(Dec. 7- Jan. 17)

(Jan. 18- Feb. 8)



# Power & Oppression Reflection

*Me*

5 Minutes

- Jamboard
- Reflect
- Respond

5-10 Minutes

- Grade Level Peers
- Share / Discuss

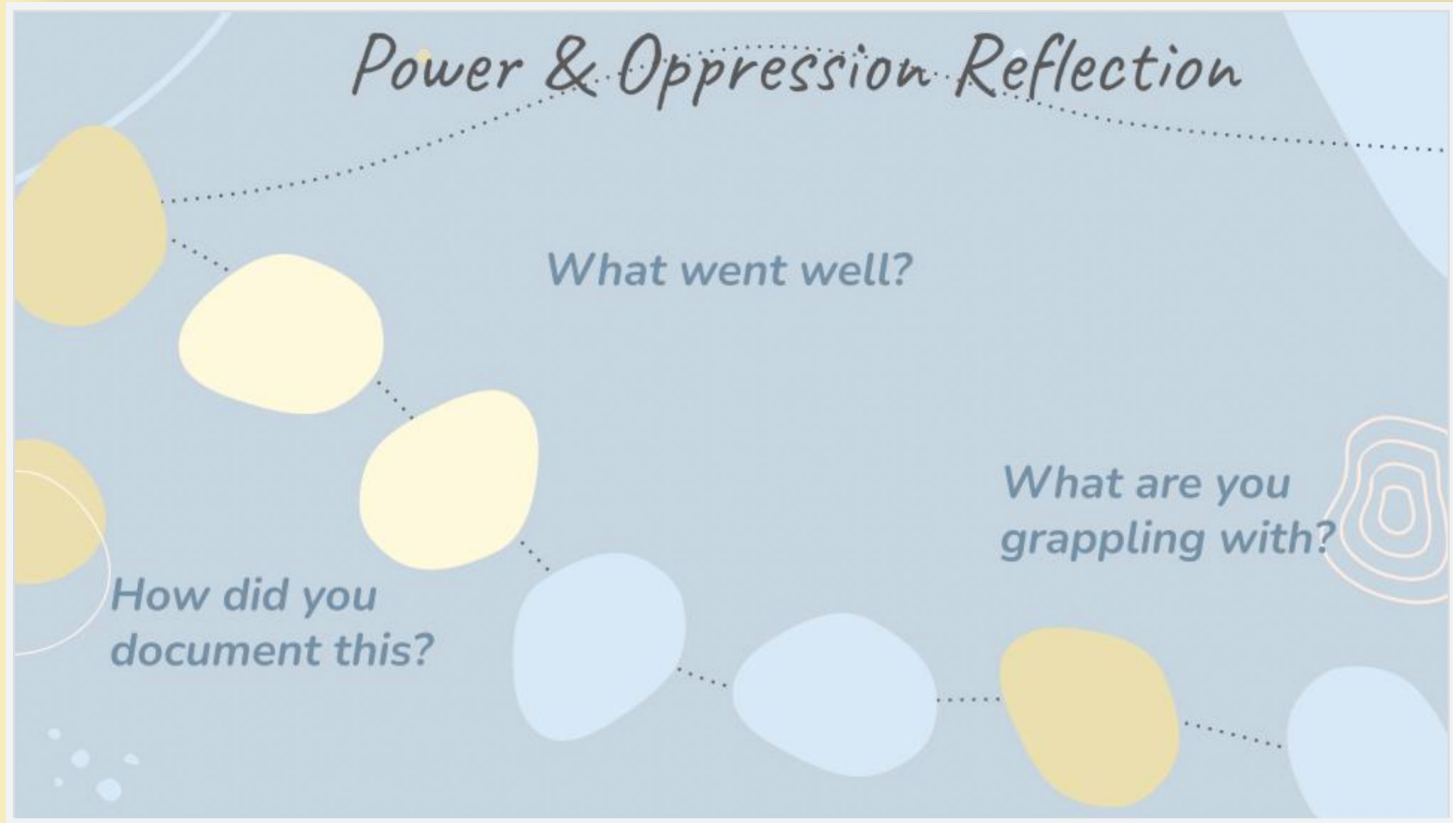
*Everyone*

5 Minutes

- What's sticking with you?

*Us*

# Jamboard Link





# Textured Teaching: Check-In



Page 7

Textured Teaching Traits



Page 13

Possible Student  
Activities



Page 28

Project Brainstorm  
Strategies



Page 34

Analyzing Curriculum &  
Texts



Page 38

White Supremacy  
Culture



Page 41

Cautions & Challenges



*What do you need today  
as you continue piloting?*

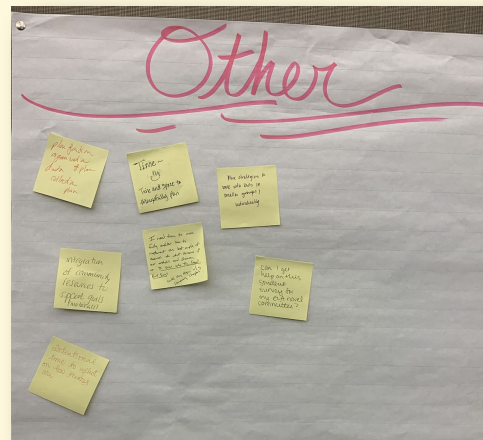
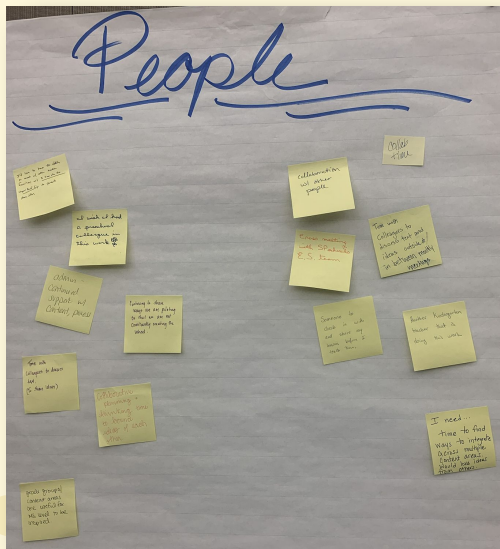
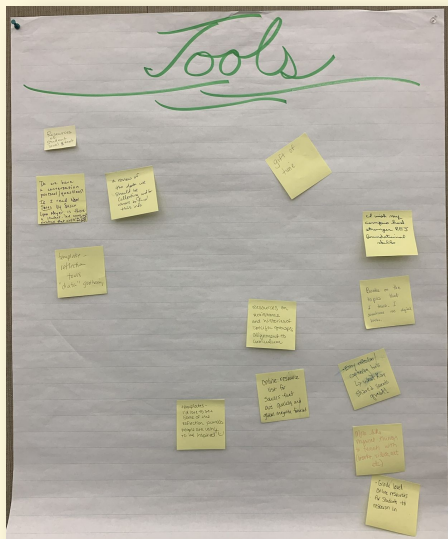
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- Stop
- Sticky Note Jot
- Post on Anchor Chart



Break!

# Action Time!



# *History of Liberation and Resistance - 6:00*



What does this REALLY mean for my students?

What do my students need to be ready for this theme?

What might it look like for my students?

# Identifying Student, Family, and Community Supports and Learning Opportunities

*As we continue to pilot and implement our Ethnic Studies P-12 Framework and high school curricular units, what support and learning opportunities would students, families, and community members benefit from?*

STUDENTS

FAMILIES

COMMUNITY MEMBERS

# Building Feedback and Learning Loops

Example: Community Cafe model

*Community Cafés are designed to surface, and share with others, collective wisdom from the community. The process is also meant to build family/community partnerships while sparking leadership to strengthen families. Cafés are community-based dialogues hosted by family members in partnership with a community organization or entity. ~ [The Community Cafe Collaborative](#)*

# Building Feedback and Learning Loops

- ❖ [Community Cafe Approach](#)
- ❖ [Hosting Tips](#)
- ❖ [Planning Team Discussion Sheet](#)