



# NSD Ethnic Studies Framework PILOT

Work Session  
1.18.23

# LAND ACKNOWLEDGEMENT

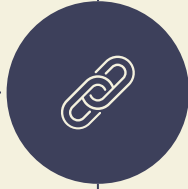
We acknowledge that the Northshore School District functions on Coast Salish lands in the areas that have been colonized, occupied, and renamed to Bothell, Kenmore, Redmond, and Woodinville. We acknowledge the experiences of genocide, forced relocation, ethnic cleansing, and land theft of Indigenous 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.

# OUR AGENDA

EVERYONE

COMMUNITY

Educators



**WELCOME**

Collaborating

Reflection

Team Time

Anchor  
Celebrations

# ANCHORED UNDERSTANDING



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

*~as defined by OSPI*

# REFERENCE RESOURCES

[Ethnic Studies Google Site](#)

[Secondary Framework Pilot Letter](#)

[Elementary Framework Pilot Letter](#)

[Feedback Considerations](#)

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

# TEXTURED TEACHING



**PAGE 47**

Interdisciplinary  
Structures



**PAGES 58-61**

Interdisciplinary  
Samples



**PAGES 63-64**

Collaborating with  
Colleagues



**PAGES 65-66**

Debriefing with  
Students

# Celebrate

What's going well?

What are you experiencing in classrooms or schools?  
Did MLK or changemakers ignite any of your theme work?

# TRANSITION 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**

(Oct. 20-Nov. 8)



**Theme Focus:**  
**Power &  
Oppression**

(Nov. 9-Dec. 6)



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

(Dec. 7- Jan. 17)



**Theme Focus:**  
**Healing &  
Futurity**

(Jan. 18- Feb. 8)

# RESISTANCE & LIBERATION



**ME**

Reflect  
Respond



**US**

Team Talk



**EVERYONE**

How did this manifest in  
your classroom?

# Jamboboard

What did History of Resistance & Liberation look like for your students?

What went well?

What are you still grappling with?

# RESISTANCE & LIBERATION



**ME**

Reflect  
Respond



**US**

Team Talk



**EVERYONE**

How did this manifest in  
your classroom?



**BREAK**  
*back in 10*

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# Healing & Futurity:

## TEAM TIME

### FRAMEWORK

Frameworks by  
Grade Band



### RESEARCH

Some resources here



### COLLABORATE

Plan learning  
experiences together



### SUPPORT

Rumble with  
questions



# Jamboard

## HEALING & FUTURITY

What does this mean for my students?

What do they need to be ready for this theme?

What might this look like?