

Ethnic Studies

3.17.22

CORE DESIGN TEAM
2021-2022

[CLICK HERE TO DO
ATTENDANCE](#)

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!

- Discuss and analyze Ethnic Studies readings and video presentations about Disability Justice
- Apply key concepts from teachings and consultancy to inform pedagogical influences and shifts needed in the P-12 Ethnic Studies Framework.
- Celebrate that our Ethnic Studies pilot course registrations are underway!


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.

 UNIVERSITY
PREP
ART & DESIGN
SECONDARY SCHOOL

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

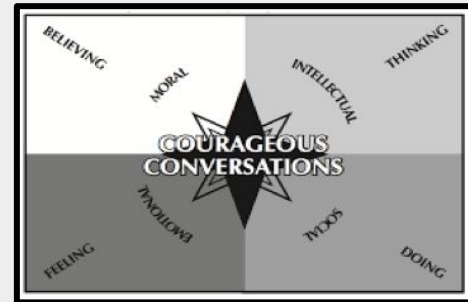
Absolute honesty about thoughts, feelings to truly develop your racial consciousness

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

Response to Critical Reflections & Community Guidelines

- Highlight: Holding space for each other as we learn and navigate the emotions that come with doing this important work and teaching, learning, parenting, and living in this current context.

Remember our charge.

Learning Tasks

Elementary

- P-2 consultancy, then→
- 3-5, start →

Then, consultancy

And, continue...

Secondary

- Feedback and Text Analysis
- Applying new learning
- Synthesizing ideas
- Reflective Feedback

Response to Feedback

Please review notes from our Collaborative Learning Team to inform your thinking and planning.

March CLT Notes

Guiding Questions:

- What other key ideas need to be considered based on feedback?
- Does this live inside of the framework? If so, where?
- Does this live outside of the framework? If so, how can we capture the ideas that will support the implementation of Ethnic Studies?

Disability Justice

Presentation created by Adra
Davy, NSD Director of Special
Education, North Region

Intro to Disability Justice

All Sped Staff Training 2021

Disability Justice

“Disability Justice is the cross-disability (sensory, intellectual, mental, health/psychiatric, neurodiversity, physical/mobility, learning, etc.) framework that values access, self-determination and an expectation of difference. An expectation of difference means that we expect difference in disability, identity and culture. To be included and part of society is about being able to be our “whole self” (all of our identities together). Disability Justice includes space for self-care, reflection and hard discussions.”



(Ortiz, 2014)





Timeline Activity

Timeline Sort

1. Make a copy. Work alone or with others.
2. Number order the events into a possible timeline.

<u>Number Order</u>	<u>Image</u>	<u>Description</u>
		<u>Brown v. Board of Education:</u> The U.S. Supreme Court held that a separate education for African-American children was not an equal education, providing an important precedent for an integrated public education for all citizens. Unfortunately, it would take nearly 20 years for this precedent to be applied to children with disabilities.
		<u>Watson v. City of Cambridge:</u> The Massachusetts Supreme Court upheld the “expulsion of a student solely due to poor academic ability” on the ground that the student was too “weak minded” to profit from instruction.

Timeline Sort ANSWER KEY

<u>Date</u>	<u>Image</u>	<u>Description</u>
1800s		Education in Indigenous communities was not restricted to a single way of teaching and learning. Indigenous communities centered connectedness and interdependence. A common sign language amongst indigenous tribes, now referred to as <u>Plain Indian Sign Language (PISL)</u> , was not only inclusive for people who were Deaf, but also served to communicate across different tribal languages.
1800s		After <u>the American Revolution</u> , there was an urgency to define the features of a good US citizen. The legal frameworks were designed to shape the nation's legal, economic, and civic structures. Black and Indigenous peoples were not considered for citizenship and neither were people with disabilities. Disabilities were used to justify inequities in the formation of our nation.

Ethnic Studies and Disability Justice

Guiding Questions:

- What vocabulary do we need to add to our frameworks?
- What do we need to teach students about Disability?
- How would it show up in the Enduring Understandings, Essential Questions, Learning Targets?
- What connections can be made to our learning around Intersectionality?
- What are key pedagogical considerations that need to be noted around justice, access, inclusion?

Discuss Key Ideas from:

- Reading [Disability](#)
- Watching [Introduction to Disability Justice](#)
- The Timeline Activity
- Exploring, Chapters 10-12 in This Book Is Anti-Racist
- Your experiential knowledge



Source: [Clipartconnections.com](https://www.clipartconnections.com)

Key Outcomes: *Application to NSD Framework*

MUST DOs:

Start with Identity, then apply across themes as appropriate.

- **Enduring Understandings**
- **Essential Questions**
- **Guiding Questions**
- **Learning Targets**
- **Vocabulary**

MAY DOs:

- Planning Considerations
- Correlating Standards
- Correlating Curriculum
- *Home-School Connections*
- *Related Resources*
- Themes
- Definitions

CLOSING

Please review your grade band's community guidelines, then click on [this link](#) or the link in the chat to provide your feedback.



Source: Center for the Professional Education of Teaching-Columbia University (2019)

NEXT MEETING:

**Core Design
Team
April 21
4:00-6:15 pm**

On Zoom

All Members: Preparing for Next Time:

- READ: Rethinking Ethnic Studies, pg. 48.5 - 53
- REVIEW: Transformative Ethnic Studies, p. 10-11
- VIEW: [Paulo Freire and the Development of Critical Pedagogy](#) (5 min.)
- REVIEW, READ, SKIM:
 - **P-2 Band**, Planting Seeds of Equity, p. 5-8
 - **3-5 Band**, Being the Change, p. XXI-XXX

Students: This Book is Anti-Racist

- Ch. 12-13 [Using this Guide](#)
 - Solidarity
 - Calling In and Calling Out