

# Ethnic Studies

**\*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!

- Consider how community guidelines help us operationalize our agreements as a community of learners and practitioners, while also understanding the need to be open to growth and change as we engage in social justice projects.
- Engage in comparative analysis of the Washington State's Ethnic Studies Framework and the NSD P-12 Ethnic Studies framework to inform pedagogical influences and shifts.



# 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.**



# 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

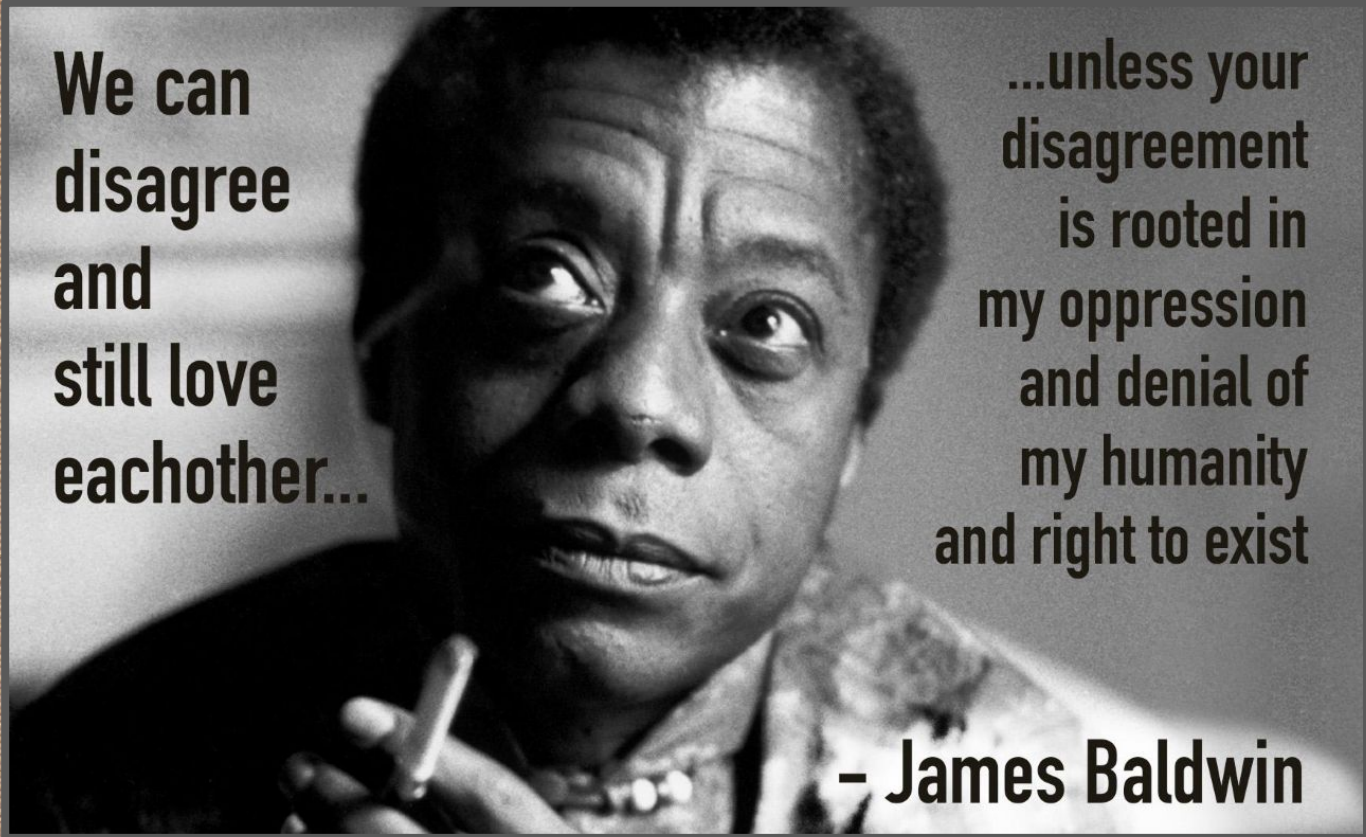


How does this shape how we show up within our grade band?

**We can  
disagree  
and  
still love  
each other...**

**...unless your  
disagreement  
is rooted in  
my oppression  
and denial of  
my humanity  
and right to exist**

**- James Baldwin**





## **Community Guidelines:** *THIS team, for THIS year, for THIS work*

Break out in teams:

1. Review the prior slides and the brainstorming template.
2. Use the template to share ideas about what it would look like, sound like and feel like to honor these guidelines based on your needs.
3. Are there guidelines missing? If so, discuss this and use the blank spaces to add your groups ideas.

\*We will combine ideas across teams and share them prior to our next session in December.



# An Invitation to a Brave Space

Micky Scott Bey Jones





# A Call to Action

## Recent Policy Work on Ethnic Studies in Washington



- “By September 1, 2021, the office of the superintendent of public instruction shall identify and make available ethnic studies materials and resources for use in grades kindergarten through twelve... grades seven through twelve are encouraged to offer an ethnic studies course... grades kindergarten through six are encouraged to incorporate the materials and resources identified...” RCW 28A.300.112
- Ethnic Studies Advisory Committee: [Ethnic Studies Framework and Implementation Tools](#)
- SBE’s [Resolution of Intent to Establish an Ethnic Studies Washington State Graduation Requirement](#)



# Hallmarks of Ethnic Studies

- Curriculum as Counter-Narrative
- Criticality
- Reclaiming Cultural Identities
- Intersectionality and Multiplicity
- Community Engagement
- Pedagogy that is Culturally Responsive and Mediated
- Students as Intellections



# Talking and Listening



## When we talk about “ethnic studies”...

### We are talking about:

- Ethnic studies seek to build greater understanding and communication across ethnic differences.
- Ethnic studies aim to eliminate racism by critiquing, resisting, and transforming systems of oppression.
- Ethnic studies are responsive to students’ cultural, historical, and contemporary experiences.
- Ethnic studies implement practices and methods that are responsive to community needs and problems.
- Ethnic studies engage students in multiple perspectives by examining how identity impacts power relations in the classroom and in the community.

### We are NOT talking about:

- **NOT** a particular curriculum, course, lesson or unit plan
- **NOT** promoting the idea that any race is superior to any other
- **NOT** centered on blaming individuals or making anyone feel guilty about their racial identity
- **NOT** indoctrination



# OSPI Frameworks - Key Considerations

- Foundations for Implementation
- Framework Domains and our Themes
- Preparing to Teach Ethnic Studies - Course & Integration
- Essential Knowledge
- Classroom Practice
- Resources & Materials
- Identification of Existing Standards
  - Social Studies Crosswalk by Band
  - WA State Content Standard Alignment



# Application to NSD Frameworks ~ 2021

## Revisiting, Recommending, Revising:

- Themes
- Definitions
- Enduring Understandings
- Essential Questions
- Guiding Questions
- Learning Targets
- Vocabulary

## Drafting:

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



# Learning Tasks By Grade Bands

- Mining Texts: Focusing on the Framework
  - Based on your reading and discussions, please capture:
    - What are the key ideas “golden nuggets” that need to we need to consider from the OSPI document(s)?
    - What are the implications for us as we co-construction the framework across themes?
- Framework Application
  - Based on our learning and shared knowledge, what can we agree to revise or add to our “Grade Band Frameworks” now?
  - What can we hold space to ponder and come back around in December?



# CLOSING

Please click on [this link](#) or the link in the chat to provide your feedback.





# NEXT MEETING:

Core Design  
Team

December 16  
4:00-6:30 pm

Canyon Park and/or  
Hybrid/Zoom

## **All Members:**

- Read Ethnic Studies History and Pedagogy, p. 1-15

## **New Members:**

### Rethinking Ethnic Studies

- P. 20-25, *What is Ethnic Studies Pedagogy?*

### Adults Only: Transformative Ethnic Studies:

- Chapter 1, p. 1-16

## **Students:**

### This Book is Anti-Racist Guide

- *Ch. 1 - Who Am I?*
- *Ch. 2 - What are my social identities?*