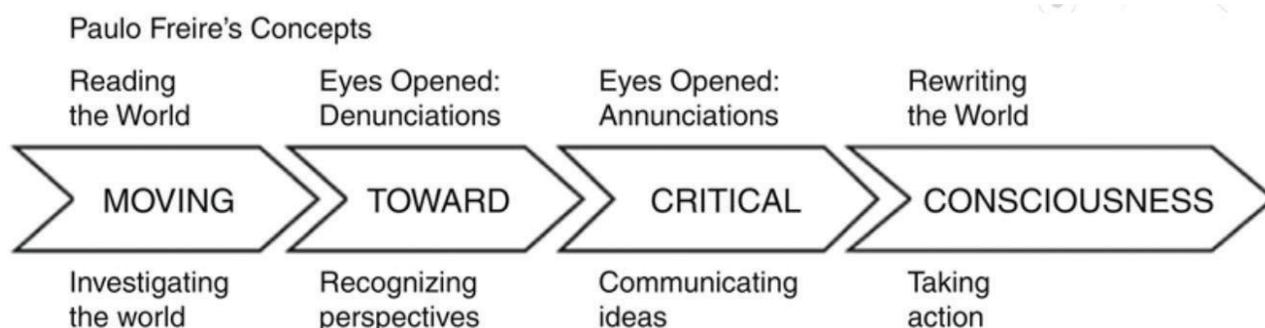


## What will it *really* take to make the change towards an Anti-Racist School District?

### All of us, All the Time, Always

The work needs to be personal *and* professional



### Critical Race Theory

	Solórzano (1997)	Zamudio, Russell, Rios and Bridgeman (2010)	Delgado and Stefancic (2012)
Theme 1	The centrality and intersectionality of race and racism	Critique of colorblindness	Colorblindness
Theme 2	The challenge to dominant ideology	Critique of liberalism	Interest convergence or material determinism
Theme 3	The commitment to social justice	Whiteness as property	Social construction or differential racialization
Theme 4	The centrality of experiential knowledge	Interest convergence	Intersectionality and antiessentialism
Theme 5	The interdisciplinary perspective	Intersectionality	Unique voice of color or counterstories

#### Board Policy Development

- Decentering Whiteness - Critical Race Theory
- [Brown v. Board of Education](#)
  - Addressing Colorblindness, Individualism, and Meritocracy in policy
  - Recognizing potential thinking errors and the presence of whiteness in decision-making

Tigard-Tualatin School District's Goal: Educating <i>Every Student</i> Equity Pillars uphold the promise of " <i>Every Student</i> " <u>Critical Questions for Developing an Equity Lens</u>			
Staff	Students	Families	Community
<ul style="list-style-type: none"> <li><input type="checkbox"/> How do we understand the culture of our community?</li> <li><input type="checkbox"/> How do we engage in growth mindset, culturally sustaining, responsive, and restorative practices?</li> <li><input type="checkbox"/> How are we creating Professional Learning Opportunities to engage in critical analysis of our discourse for cultural responsiveness? (Discourse I &amp; Discourse II)</li> <li><input type="checkbox"/> How do we use protocols and procedures to reflect on practices and decision-making processes?</li> <li><input type="checkbox"/> What do we prioritize in our budgets and allocation of resources? Who is included and who isn't?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do we have a way of engaging student voice?</li> <li><input type="checkbox"/> How does student feedback impact our proactive planning?</li> <li><input type="checkbox"/> What are students' perception of how their learning community sees, serves, and includes them?</li> <li><input type="checkbox"/> How are we utilizing the feedback in a meaningful way that is responsive to student needs?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do we have a way of engaging family and caregivers' voices?</li> <li><input type="checkbox"/> How do family and caregivers' feedback impact our proactive planning?</li> <li><input type="checkbox"/> What are family and caregivers' perception of how their child's learning community sees, serves, and includes them?</li> <li><input type="checkbox"/> How are we utilizing the feedback in a meaningful way that expresses the value of family and caregivers' contributions and partnership?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> How are we using collective vision to build a tightly knit system of care for our students, families, and staff?</li> <li><input type="checkbox"/> How are we utilizing feeder school partnerships to build stronger transitions for families?</li> <li><input type="checkbox"/> What community resources are we accessing to bridge the barriers for participation?</li> <li><input type="checkbox"/> How are we informing the community of the work we are doing to better serve our students and community?</li> <li><input type="checkbox"/> How are we communicating across levels to ensure the promise of "Educating Every Student" is upheld?</li> </ul>
<b>Foundation</b> <b>Trust and Relationship-Building to Support Collaborative Partnerships</b>			

Developed by Z. Un, (2013) updated August 2018

### Cabinet & Board Work

- Read Critical Race Theory as foundational knowledge and Review Critical Whiteness Studies, Culturally Sustaining Pedagogy, Culturally Relevant Pedagogy, Culturally Responsive Teaching, and Restorative Practices
- Addressing Colorblindness, Individualism, and Meritocracy in policy & practice
- Recognizing potential thinking errors and the presence of whiteness in decision-making that lead to the disproportionate outcome for racially, culturally and linguistically diverse students
- Local Equity Partnership and On-going Public and Private (Personal) work- Board & Cabinet Anti-Racist Work
- Equity Work Engagement - Staff, Students, Families, Community
- Developing a racial & cultural consciousness - White Identity Development/Racial Identity Development
- Developing identities as allies, advocates, disruptors, and shifters
- Practice closing the loop in Participatory Decision-Making and Accountable actions
- Be an active participant in Participatory Decision-Making in school and district opportunities
- Hire cabinet members who can operationalize an Anti-Racist and Culturally Responsive framework
- Allocation of resources prioritizing equity and antiracist strategic planning
- Review of curriculum and partnership with local universities to address pluralistic curriculum to increase critical thinking

### Staff

Developed by Z.Un (June, 2020)

## Developed by Z.Un (June, 2020) Draft Document

- Developing racial and cultural consciousness - White Identity Development/Racial Identity Development
- Developing identities as allies, advocates, disruptors, and shifters
- Professional Learning Equity and Anti-Racist Literacy
- Culturally Responsive Teaching and Culturally Responsive Leadership
- Interrupting Hate Speech
- Restorative Practices
- Create safe and courageous spaces for dialogue that lends itself to unearthing, unlearning, and relearning.
- Affinity Spaces for Colleagues of Colors and Allies (Admin, Licensed, Classified, Collective)
- Practice closing the loop in Participatory Decision-Making and Accountable actions in local school communities
- Be an active participant in Participatory Decision-Making in school and district opportunities
- Hire Staff (administrators, teachers, counselors, and classified) that represent our underserved and underrepresented students (Black, Native/Indigenous, LatinX, and Pacific Islander)
- Technical and adaptive professional learning in delivering culturally congruent instructional practices that anchor in an anti-racist lens and focus on pluralism and strategies to engage in deeper and complex content

## Students

- Developing racial & cultural consciousness - White Identity Development/Racial Identity Development
- Developing identities as allies, advocates, disruptors, and shifters
- Interrupting Hate Speech
- Restorative Practices
- Foster student leadership
- Create safe and courageous spaces for dialogue that lends itself to unearthing, unlearning, and relearning.
- Affinity Spaces for Students of Color and Allies
- Practice closing the loop in Participatory Decision-Making and Accountable actions in the local school community
- Be an active participant in Participatory Decision-Making in school and district opportunities
- Support and uplift Student leadership as a member of our participatory decision-making processes
- Students will be challenged to see their world outside of an ethnocentric lens and the impact and intersection of the broader context they know or have yet to understand.

## Families

- Dual Capacity Building Practices to Change a System to be more Responsive and Strengthen Partnerships with Families and Caregivers
- Developing a racial & cultural consciousness - White Identity Development/Racial Identity Development
- Developing identities as allies, advocates, disruptors, and shifters
- Interrupting Hate Speech
- Restorative Practices
- Promote Parent/Caregiver/Family leadership
- Create safe and courageous spaces for dialogue that lends itself to unearthing, unlearning, and relearning.
- Affinity Spaces for Families of Color and Allies
- Practice closing the loop in Participatory Decision-Making and Accountable actions in local school communities

## Developed by Z.Un (June, 2020) Draft Document

- Be an active participant in Participatory Decision-Making in school and district opportunities
- Support and uplift Families' role in leadership as a member of our participatory decision-making processes

## **Community Members**

- Common Language Development (City, County, Partners industry, and culturally specific partnerships)
- Developing stronger Partnerships as local partners in decision-making
- Create safe and courageous spaces for dialogue that lends itself to unearthing, unlearning, and relearning.
- On-going ways for the community to participate, give feedback for and create with the school community.
- Partnership with Local Associations and Unions
- Faith-Based Organizations and Local Community partners
- Practice closing the loop in Participatory Decision-Making and Accountable actions in local school communities
- Be an active participant in Participatory Decision-Making in school and district opportunities
- Support and uplift community partnership as part of our participatory decision-making processes



# Teachers:

This is slidedeck # 1 of 4 for the 3rd-5th unit on identity & culture, race & racism, and racial justice & action. Lesson 1 focuses on identity and culture. It culminates with the students creating a “culture bag.”

The following slides are intended to be a guide and an example of student-facing slides. These lessons were created with the intention of being synchronous learning with students given the content. We encourage you to make a copy of them, make them work for your students, and to use them with your students. **All orange background slides are optional extensions/ideas.**

For more information on the context of this unit, and the multicultural studies and ethnic studies standards, [please visit here](#).



# My Culture & My Identity

LESSON 1/4

When you think of culture,  
what do you think of?

When you think of identity,  
what do you think of?



# What is **culture**?

Culture is a way of life.

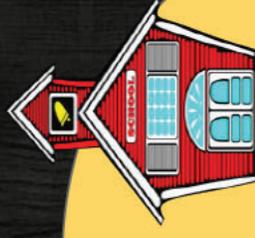
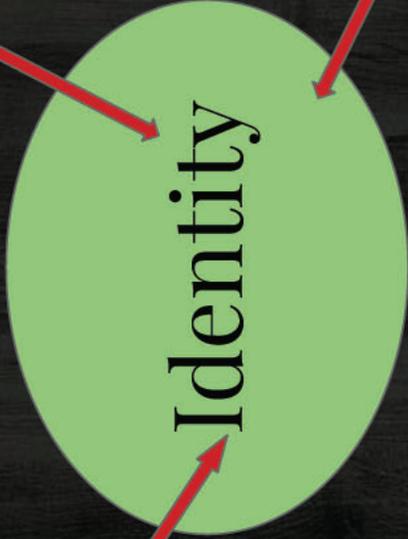
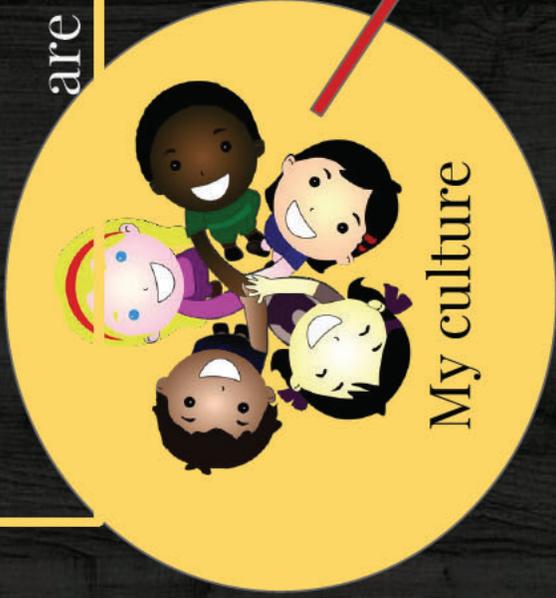
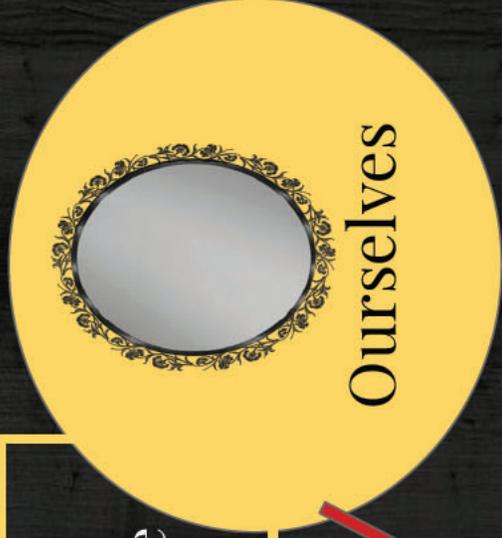


Culture is a pattern of behavior shared by a group of people.



Culture varies across the globe, and also across our communities here in Beaverton.

There are many ways that we make connections with our identities. Here are just three.



Experiences with the world



Our identity is shaped by  
our culture and society

Our identity is developed from birth.

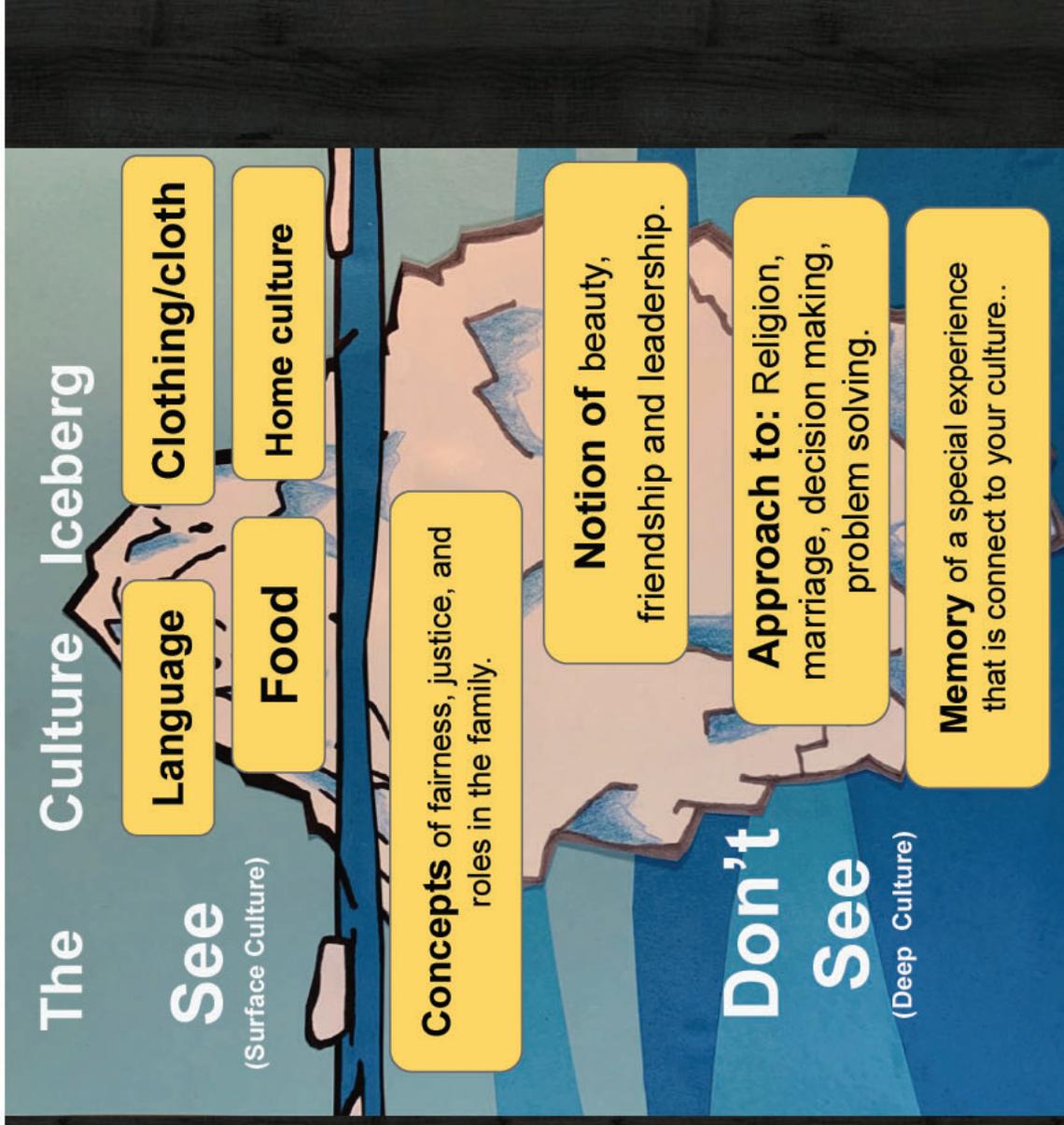
Our identity comes from our values at home.

Our identity comes from our community.

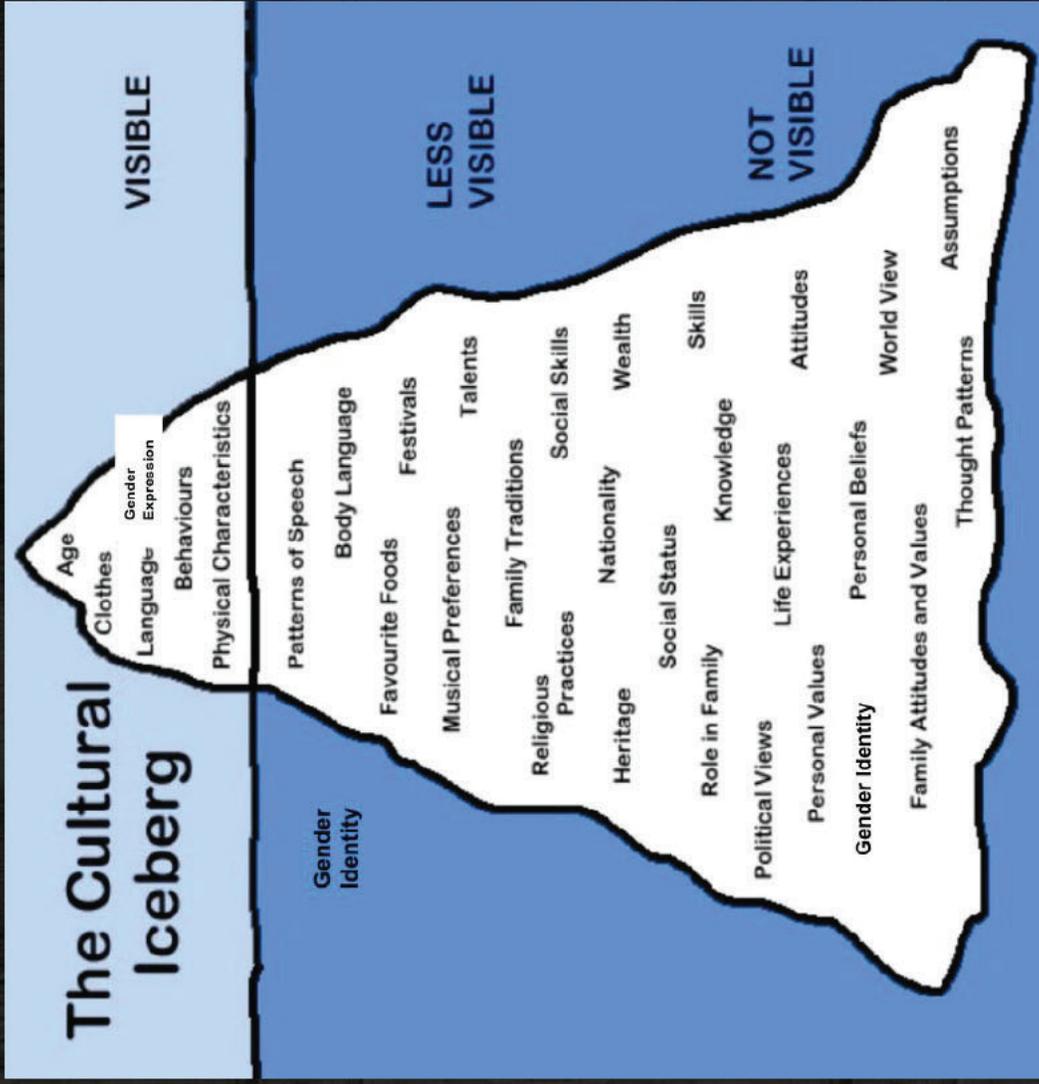
## Let's look at a culture iceberg

Some cultural ways of life and behavior are easy to see and easy to notice.

Some cultural ways of life and behavior you can't see at all.



Here is another example.



As you think about ideas for your “culture bag,” think about these Essential Questions:

Who am I? What makes me who I am?

What connections can we make between ourselves and each other?

What stories can I share about my identity and culture?

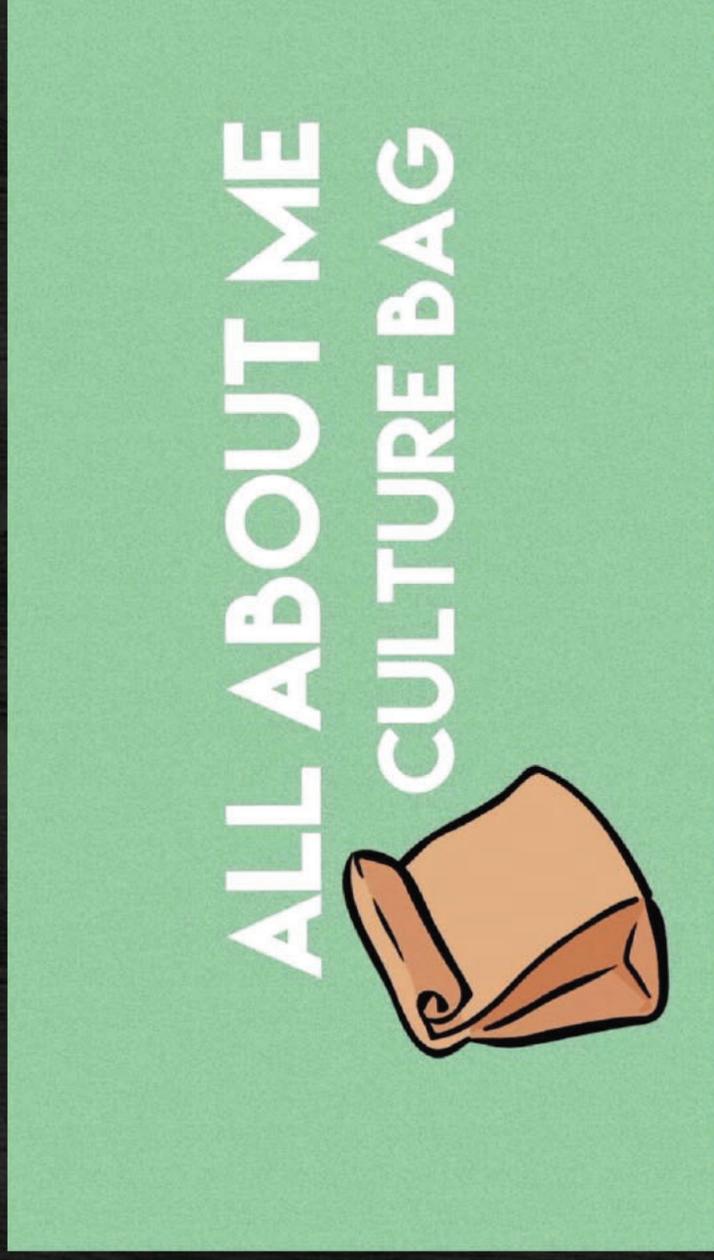
# Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



**If you could put some artifacts\* in a bag that represent you and your culture, what would you put in the bag?**

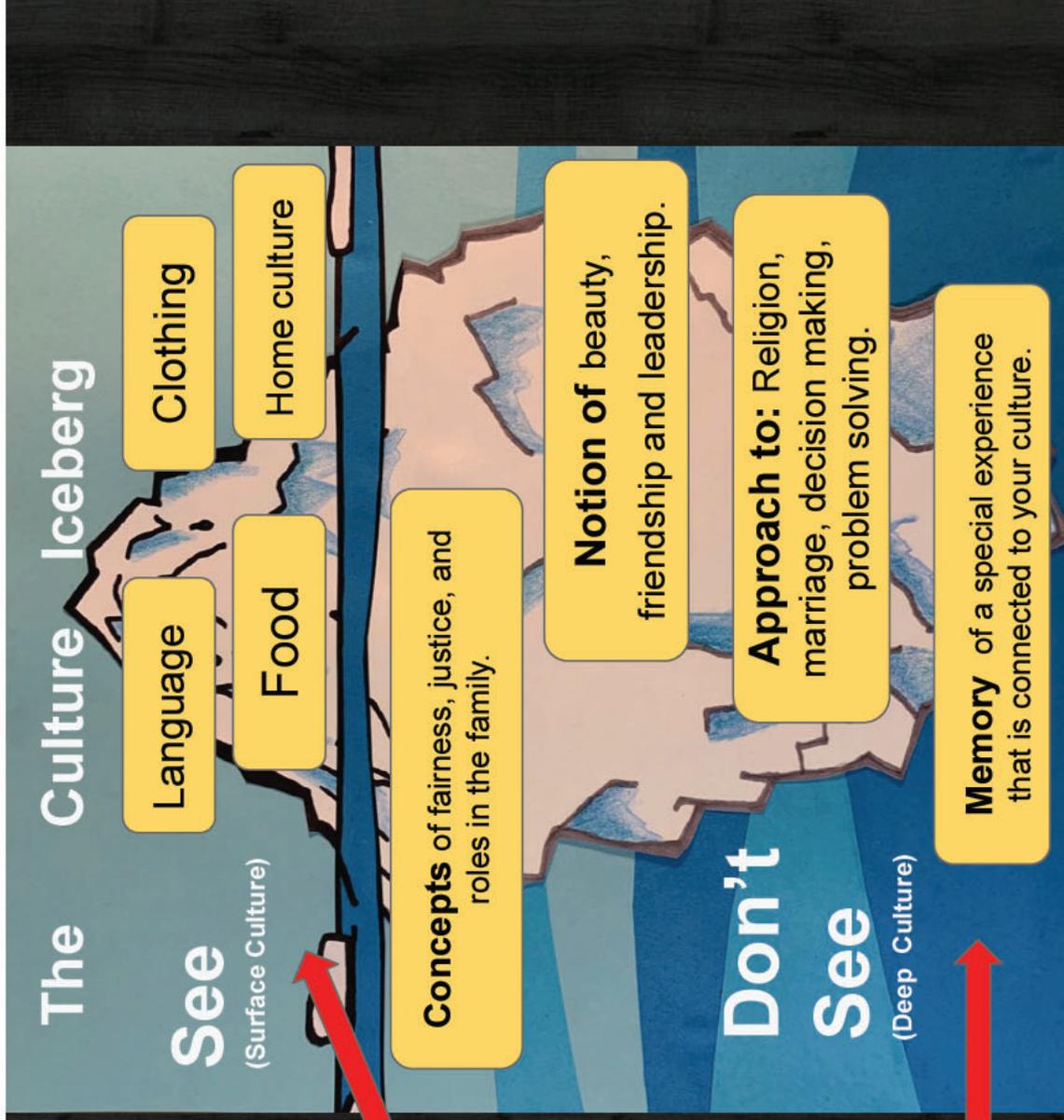


*\*an artifact is an item of cultural interest. We'll share some examples soon!*

**What would be in your culture bag?**

Pick or create one artifact that represents surface culture.

Then pick or create another artifact that represents deep culture.



## Culture Bag Activity

In the coming days, each of you will share objects that represent your culture. Please begin to think about objects that will help us get to know you.

Choose items that you are comfortable sharing with your classmates. The main reason why we are sharing our culture to the class is so that we can develop deep respect for each other.

## Un conjunto de tu cultura

En los próximos días cada uno de ustedes compartirá objetos que representan su cultura. Comienza a pensar en los objetos que nos ayudarán a conocerte.

Escoge artículos con los que te sientas cómodo compartiendo con tus compañeros de clase. La razón principal por la que compartimos nuestra cultura con la clase es para que podamos desarrollar un profundo respeto mutuo.

Each of the 5 (short) videos below are from BSD teacher, Ms. Tanasescu! She walks you through how she made her culture bag. Please feel free to share the videos with your students!

**Step 1**  
**Video:**  
What's in the bag?

**Step 2**  
**Video:**  
What do the items represent?

**Step 3**  
**Video**  
Writing about your culture bag

**Step 4**  
**Video**  
Practicing sharing about your culture bag

**Step 5**  
**Presenting**  
your culture bag



**\*\*Click on the yellow frame for each step for the videos! Also, there are student outlines that may be helpful that are linked on slide 16.**

# Write the words for your presentation.

## Artifact that presents the surface of the iceberg.

Good morning. My name is \_\_\_\_\_.

I am in \_\_\_ grade. For my culture bag collection I brought

\_\_\_\_\_. This artifact represents \_\_\_\_\_

(language, clothing or cloth, food or my home culture)

in the culture iceberg. This \_\_\_\_\_

is important because \_\_\_\_\_

Another connection I have with \_\_\_\_\_ is .....

## Artifact that presents ideas below the surface of the iceberg.

Another artifact in my culture bag is es \_\_\_\_\_.

This \_\_\_\_\_ represents \_\_\_\_\_

(concepts of .../notions of... / approaches to .../memory of...)

in the culture iceberg. When I see my \_\_\_\_\_

it reminds me of when \_\_\_\_\_

Another connection I have with \_\_\_\_\_ is that \_\_\_\_\_

# Escribir tus palabras para tu presentación.

**Artefacto que representa la superficie de mi iceberg cultural**

Buenos días. Mi nombre es \_\_\_\_\_.

Estoy en 4to grado. Para mi colección de cultura traje

\_\_\_\_\_.

Este artefacto representa \_\_\_\_\_

(ídolma, ropa/tela / comida / mi cultura)

en mi iceberg cultural. Este \_\_\_\_\_

es importante para mi porque \_\_\_\_\_

Otra conexión personal es \_\_\_\_\_

**Artefacto que representa bajo la superficie de mi iceberg cultural.**

Otro artefacto en mi colección de cultura es

\_\_\_\_\_. Este \_\_\_\_\_ representa

(conceptos de.../notion de.../ una manera de.../memoria)

\_\_\_\_\_ en el iceberg cultural. Cuando veo

este \_\_\_\_\_ me recuerda el momento en

(conceptos de.../notion de.../ una manera de.../memoria)

que \_\_\_\_\_

Otra conexión personal es \_\_\_\_\_

The below images are linked to student outlines. After thinking through the outlines, students will go to Seesaw to share presentations.

## Información en español

### Un conjunto de tu cultura

En los próximos días cada uno de ustedes compartirá objetos que representan su cultura. Comienza a pensar en los objetos que nos ayudarán a conocerte. Escoge artículos con los que te sientas cómodo compartiendo con tus compañeros de clase. La razón principal por la que compartimos nuestra cultura con la clase es para que podamos desarrollar un profundo respeto mutuo.

Cada hogar y cada comunidad tiene cultura. ¿Qué es cultura? Cultura es una palabra para "nuestra forma de vida", la forma en que hacemos las cosas. La cultura se ve en la ropa, la cocina, la religión y la escritura de las personas. La cultura comienza cuando somos muy jóvenes y en muchos casos ni siquiera recordamos cuándo comenzamos a aprender sobre nuestra propia cultura. Por esa razón, es importante que hablen con sus familias.

Busca objetos que tengan un significado especial para tu familia (trae 3-5 objetos). Colócalos en una bolsa. Para ciertos objetos que son difíciles de llevar a clase, puede descargar una imagen de la computadora. Eres un experto en los objetos de la bolsa. Ahora los compartirás con la clase.

## Information for parents in English

### Culture Bag Activity

In the coming days, each of you will share objects that represent your culture. Please begin to think about objects that will help us get to know you. Choose items that you are comfortable sharing with your classmates. The main reason why we are sharing our culture to the class is so that we can develop deep respect for each other.

Every household and every community has culture. What is culture? Culture is a word for "our way of life", the way we do things. Culture is seen in people's clothes, cooking, religion, and writing. Culture begins when we are very young and in many cases we may not even remember when we began to learn about our own culture. For that reason, it is important that you speak to your families.

Look for objects that have a special meaning in your family (bring 3-5 artifacts). Collect them in a bag. For certain objects that are hard to bring to class you may download a picture from the computer. You are an expert of the objects in the bag. Now you will share them with the class.

How to respect each other's cultures during the presentation.  
Can you make suggestions?

DO'S

DON'TS...

Student presentations can be in class together or posted to Seesaw.



*Seesaw*

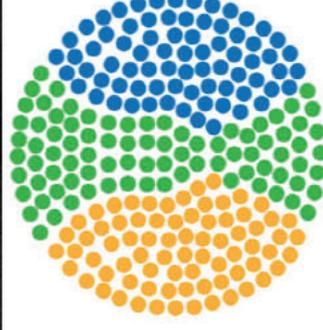
Teachers: Here is an opportunity to use Seesaw to have students post either videos, images, or voice recordings about their culture bags.

From the 3-5 BSD teacher-leaders  
and architects, thank you!

*Raquel  
Megan  
Michael  
Melinda*



*got this!*



**SOCIAL STUDIES**  
BEAVERTON SCHOOL DISTRICT

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**The following slides are optional  
and are provided if further  
scaffolding is needed.**

# Culture our way of life. Let's come up with examples.

Culture that we can see. (Surface Culture)		Examples
<b>language</b>	Chinese, Somali, Hindu, Tunni, Spanish, Arabic, Korean, English	Hello I am _____. I speak Arabic.
<b>food</b>	Desserts, favorite meals	In my culture we have a favorite meal called _____
<b>clothing</b>	sari, kurthi, hijab, kurta, shirt, hat	In my culture it is common to wear _____.
<b>Home culture</b>	Music, beliefs, readings, sports	In my family we practice.... In my family we .... In my family we listen to....

## Culture our way of life. Let's look at what we don't see.

Deep Culture	
<b>Concepts of....</b>	...fairness, justice, roles in the family,
<b>Notions / Ideas of ...</b>	.....beauty, friendship, leadership...
<b>Approaches to...</b>	Religion, marriage, decision making, problem solving.
<b>Memory of ...</b>	... a photo or artifact of something from a long time ago.
	My family has taught me _____.
	In my family our ideas of _____ are _____.
	In my family tradition we _____. It is our tradition that when someone marries we _____.
	This (photo or artifact) reminds me of....

## Extensions:

### Diversity:

Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

Where I am From.....

I am chocolate powder from Nesquik

And Oreos from Nabisco

I am from the land of coziness

I am from the sunflower fields where  
the sun shines through.

### “Where I am From” Poems

Purpose: Students will reflect and draw on their own past experiences in the form of a poem and create community by sharing their experiences.

Have students brainstorm items (and possibly the product names) and ideas from the list below. Feel free to add to this list.

Who has attended a potlatch?	Who has traveled outside the U.S.A. at least twice?	Who speaks and understands two or more languages?	Who has hosted or recently met someone from another country?	Who is wearing something purchased outside the U.S.A.?
Who has relatives living in another country?	Who has attended a juneteenth celebration? [ <a href="#">more info</a> ]	Who knows dances from three different cultures?	Who has lived on a farm?	Who has been to both Canada and Mexico?
Who makes good Mexican food?	Who has a name the teachers mispronounce?	<b>PUT YOUR NAME HERE</b>	Who can name 3 Motown hits? [ <a href="#">more info</a> ]	Who has two first names?
Who can name three prominent current female politicians?	Who has participated in a Seder celebration? [ <a href="#">more info</a> ]	Who is a first- or second-generation immigrant to the U.S.?	Who comes from a family of six or more children?	Who has attended a Cinco de Mayo celebration? [ <a href="#">more info</a> ]
Who can name at least 10 American Indian tribes? [ <a href="#">more info</a> ]	Who has participated in a bone game?	Who has read a book by Maya Angelou? [ <a href="#">more info</a> ]	Who has worked for a supervisor who spoke English as a second language?	Who has lived in at least 5 states?

## **Teachers notes:**

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### **Objectives:**

**Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.**

**Students will develop positive social identities based on their membership in multiple cultural groups in society.**

**Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.**

## Teacher's notes: Learning Targets

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- 3.5 Describe how individuals, groups\* (including socioeconomic differences, ethnic groups, and social groups) events and developments have shaped the local community and region.
- 4.2 Identify cultural differences within Oregon and between different geographical areas. (Geography)
- 4.3 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. (History)
- 5.8 Identify and compare the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present and future trends. (Geography)

# Teachers:

This is slidedeck # 2 of 4 for the 3rd-5th unit on identity & culture, race & racism, and action. Part 2 focuses on race and racism. It culminates with the students reflecting on race and racism.

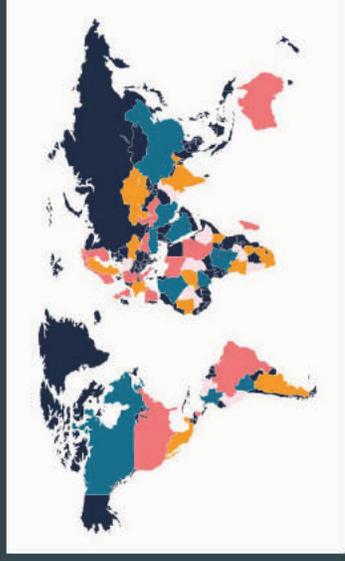
The following slides are intended to be a guide and an example of student-facing slides. These lessons were created with the intention of being synchronous learning with students given the content. We encourage you to make a copy of them, make them work for your students, and to use them with your students. All orange background slides are optional extensions/ideas.

For more information on the context of this unit, and the multicultural studies and ethnic studies standards, [please visit here.](#)



# Celebrating diversity. Out of many, one.

We have learned many wonderful ways we are similar and different! It is our diversity that makes our class, school, and community such a special place.



ALL ABOUT ME  
CULTURE BAG



Sometimes though,  
people can be hurtful  
to others because of  
their differences.

One way this can  
happen is called  
**racism**.





# What is Race? What is Racism?



## First, let's think about:

- What does the word **race** mean? How have you heard it used?
- Do you think ideas about **race** affect how we see others and ourselves?
- What does the word **racism** mean? How have you heard it used?
- In what places and spaces can **racism** show up?

Write down a few things before moving on.

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



## Definitions

**Racism** is to bully or treat people badly because of the color of their skin or identity (who they are).

**Race** is a label used by people because of skin color or identity. These labels were given because of racism.

# Task: What do you already know and wonder about **race & racism**?

## KWA(L) Chart:

<u>KNOW</u> What do you already know about <b>RACE &amp; RACISM</b> ?	<u>WONDER</u> What do you wonder about <b>RACE &amp; RACISM</b> ?	<u>ACTION</u> What are some things we can do to fight against <b>RACISM</b> ?	<u>LEARNED</u> What did you learn about <b>RACE &amp; RACISM</b> ?
		<i>This is what lesson 4 is about, though you can start to think about this here, if appropriate.</i>	<i>We will fill this out later.</i>

# Storytime

Compare and contrast the definition you created with the definition of **racism** in the book.

Read or listen to the book: [a kids book about racism](#) by Jelani Memory



Compare the what you wrote in your KWL chart with the definition of **racism** in the book.

1. Are there any similarities?

2. Are there any differences? What would you add or remove from your KWL after listening to the book?

Optional/Additional Read Aloud: K-2 is using this story to help define race.

**All the Colors We Are**  
**By Katie Kissinger**  
by Latashia M. Perry



## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



## Task: How would you define *racism*?

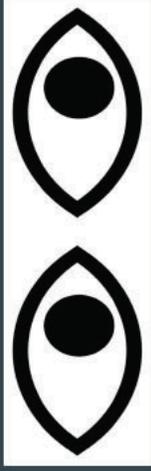
1. **Racism** sounds like...

2. **Racism** looks like...

3. **Racism** feels like...

# Racism happens in different ways; it could be...

**A look...**



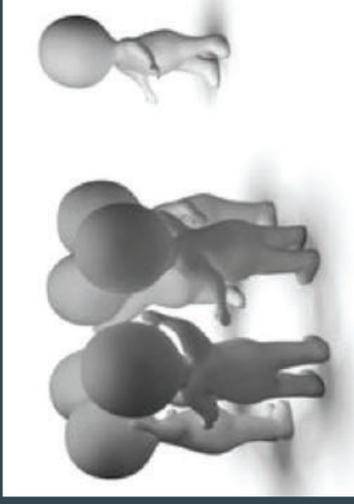
**A thought...**



**A word...**



**An act...**



**A joke...**



# Exit Ticket:

---

What have you learned about **racism**? (KWL)

What else do you *still want* to learn about?

Next, we're going to get into **ACTION!**

Think for a moment: What are some actions you can take to fight against **racism**?



# Seesaw

Teachers: Here is a link to a Seesaw template. You can make a copy, make it your own, and have students post either videos, images, or voice recordings.

From the 3-5 BSD teacher-leaders  
and architects, thank you!

*Raquel*

*Megan*

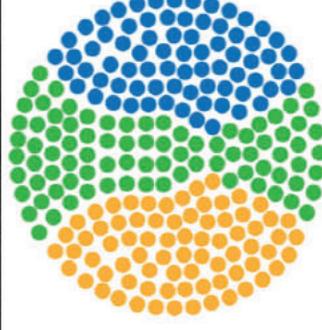
*Melinda*

*Brad*

*Vieira*



*got this!*



**SOCIAL STUDIES**  
BEAVERTON SCHOOL DISTRICT

**The following slides are provided for optional extensions and to share additional texts and activities that can be used.**

## Other possible/optional SS essential questions to explore

- How do we decide what is fair?
- How do we change something that is not fair?
- What should we do if we see something that is not fair?
- What does liberty, justice, equality, equity, and freedom mean at our school?
- How should I use new information as I take action?



**One way we can be different is in the color of our skin. That is called our race.**

**Now let's read a book about race, and about our skin, which is special and unique.**



# Think Time



What did you see?



What did you hear?

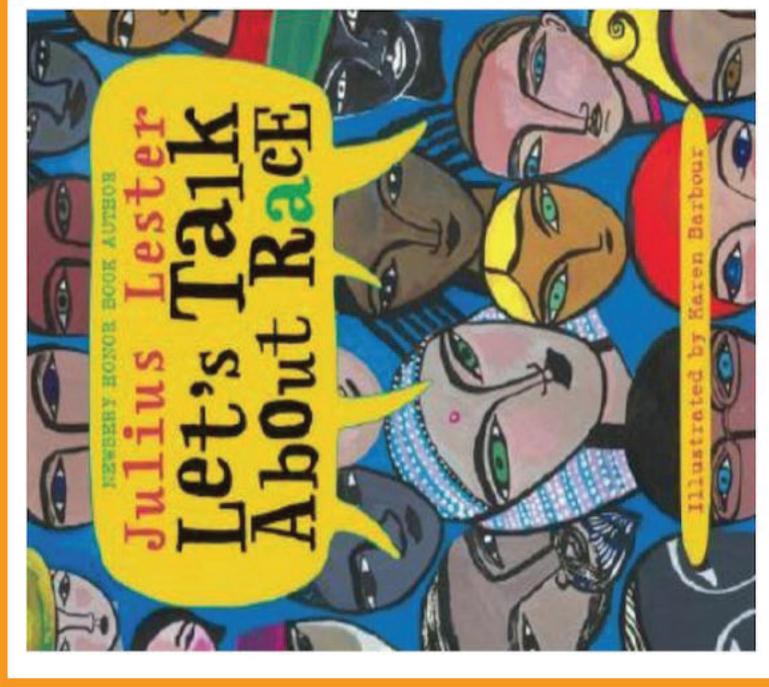


What do you think?



## Task: Read or listen to the story Let's Talk About Race by Julius Lester

After you have read, Let's Talk About Race, respond to the questions:



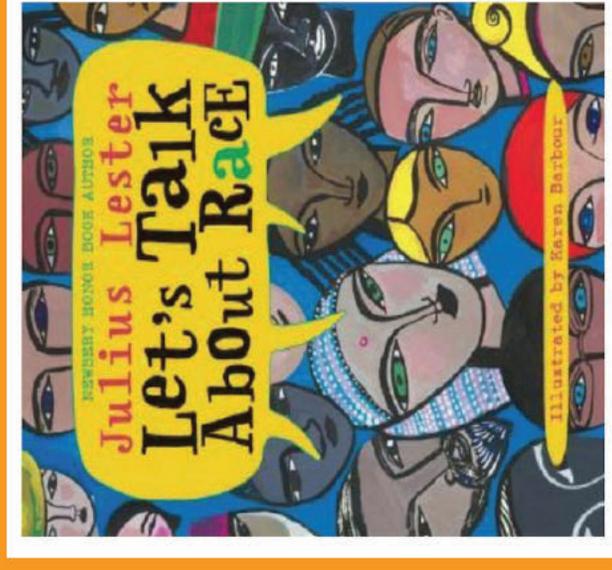
1. The author, Julius Lester writes, “ I am a story. So are you. So is everyone.”
  - Is skin color a part of your story?
  - How does the color of your skin affect you?
2. Is race an important part of someone’s life?
  - Why is race important and does it define your story?
3. Julius Lester writes, “there are other ways all of us --even me, even you--think we are better than others.”
  - Are you better at something than others?
  - Does being better at something make you a better person than someone else?

## Teacher Considerations Regarding Race

### What is **race** and why is learning about **race** important?

- **Race** is a social construct, which means that it is not real and was created by humans.
- The goal of putting groups of people in categories based on skin color, other physical traits and cultural differences is to maintain power and control of one group over another.
- Why is learning about **race** really important even if it is not real? Unfortunately, even though **race** isn't real, certainly is. The racial categories to which we're assigned, based on how we look to others or how we identify ourselves, can determine real-life experiences, inspire hate, and have a major negative impacts on Black lives and the lives of people of Color.

Think about the role that **race** plays in your life.  
How does your story begin?



# Task: Which of These Things Is Not Like the Others?

**Taskcard**

**Which of These Things Is Not Like the Others?**



FRACZING HISTORY AND OURSELVES

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## Reflection Questions:

1. Which object is not like the others? Why?
2. How did you decide what object was more important than the other?
3. If these objects were people would it be harmful to categorize differences between people?
4. When is it natural or necessary to put people into categories?
5. Is it possible to divide people into groups without giving more power to one group over another?

# Task: Which of These Things Is Not Like the Others?

Think and write:

<u>Object</u>	<u>Category</u> How would you categorize each object?	<u>Characteristics</u> List some characteristics for each object.	<u>Importance (choose 1)</u> <ul style="list-style-type: none"><li>• Very Important</li><li>• Important</li><li>• Not Important</li></ul>
Book		<ul style="list-style-type: none"><li>•</li></ul>	
Bed		<ul style="list-style-type: none"><li>•</li></ul>	
Desk		<ul style="list-style-type: none"><li>•</li></ul>	
Desk Chair		<ul style="list-style-type: none"><li>•</li></ul>	

# What spaces and places does

You may or may not recognize this young man. He could be your sibling, cousin, friend or a random person you encounter in a public place. Actually, his name is **Lonnie Chavis**—he's 12 years old and an actor!



# show up?

## Task:

1. Read or listen to Lonnie Chavis' essay, "**America Needs to Change**," where he shares about his own experiences with
2. As you are reading or listening, use the "post it notes" (slide 11) to write down words or phrases you may not understand or find meaningful.
3. Use the "post it notes" (slide 26) to write down any questions that pop into your mind while you are reading

# Task: Read... "America Needs to Change" by Lonnie Chavis



Words or phrases I have a question about...

Words or phrases I want to remember...



As I was reading, I wonder...

## Task: Reflect and Respond



When you read the first sentence,  
“**My life matters, but does it?**”

What did you think?



What does Lonnie Chavis mean when he  
says, “...I knew by experience that this  
nation will never take it easy on me, and  
that all Blackness could be perceived as  
a threat in America?”



In the end, what does Lonnie Chavis say  
about the **things in America that need to  
change**? Why does he pick those things?

# Teachers:

This is slidedeck # 3 of 4 for the 3rd-5th unit on identity & culture, race & racism, and action. Part 3 focuses on historical and present day contexts of the fight against racism and towards liberation. It culminates with the students reflecting on racial justice & history.

The following slides are intended to be a guide and an example of student-facing slides. These lessons were created with the intention of being synchronous learning with students given the content. We encourage you to make a copy of them, make them work for your students, and to use them with your students. All orange background slides are optional extensions/ideas.

For more information on the context of this unit, and the multicultural studies and ethnic studies standards, [please visit here.](#)



# **Racial Justice**

## **Lesson 3/4**

**Past and current movements for  
equality, freedom, and justice.**

## **The United States is 244 years old...**



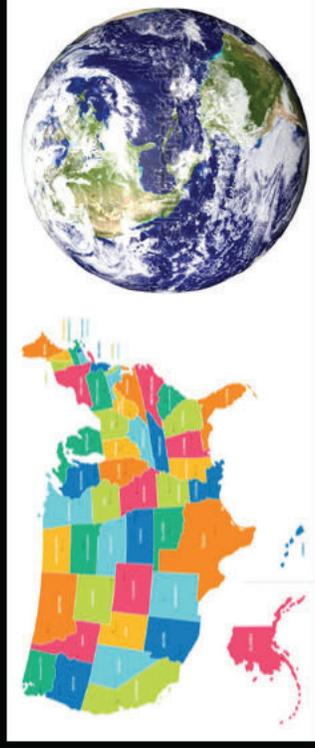
During those 244 years, the US is responsible for some amazing and great things.

But, there are also some bad and painful actions and ideas that make up our history, too.

All of this history is important.

It is important to learn about the  
**GOOD** and **BAD** things in history.

That helps us know how we  
can make things **BETTER**



# “Equality”

---

One of the greatest and most troubling parts of U.S. history is the idea of Equality.

The US was the first to officially say “That all men are created equal”. But at the same time, people were treated very differently because of their race.

But there have been a lot of people trying to end racism, both in history and today.



---

# Do you know any **Change -Makers?**



Have you ever learned about any  
Change-Makers? Who are they?



What did they do?



How did they fight against racism?

---

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



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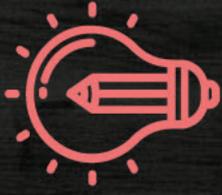
# There are Change-Makers who fight against racism Every Day.



Some become Mayors, Governors,  
Teachers, and Lawyers.



Some write books and speeches, teach  
others, and create art.



Some encourage more people to stand up  
against racism, and to learn more about it.

---

**Change-Makers have tried to fix the different ways that people can be treated unfairly because of their race, like...**

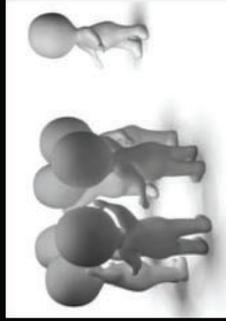
**People saying or doing hurtful things...**



**Unfair rules or laws...**



**People being left out or excluded...**



**When things aren't shared equally**



**Now, before we get into the history, think about:**

- What do you already know about race and racism in the United States? Past and present?

Write down a few things before moving on.

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



# Teacher Note: As we think about racism, today, and the present moment, think

## about:

- This is the place to probe what students know, what they've heard of, and to gather their ideas before launching into the following slides. As referenced in the teacher framing document, it is best to proceed with teaching explicitly about racism, and the mention Black Lives Matter as a movement (not just an organization) in response to student inquiries and knowledge. The same can be said about exploring the idea and concept of systemic racism.

There are some video resources included if/when your students are ready to engage.

- 1) Consider asking your students: How do you think we can continue the fight for more racial justice and equality in 2020? What can you do?

# Now: Portland & Black Lives Matter

---

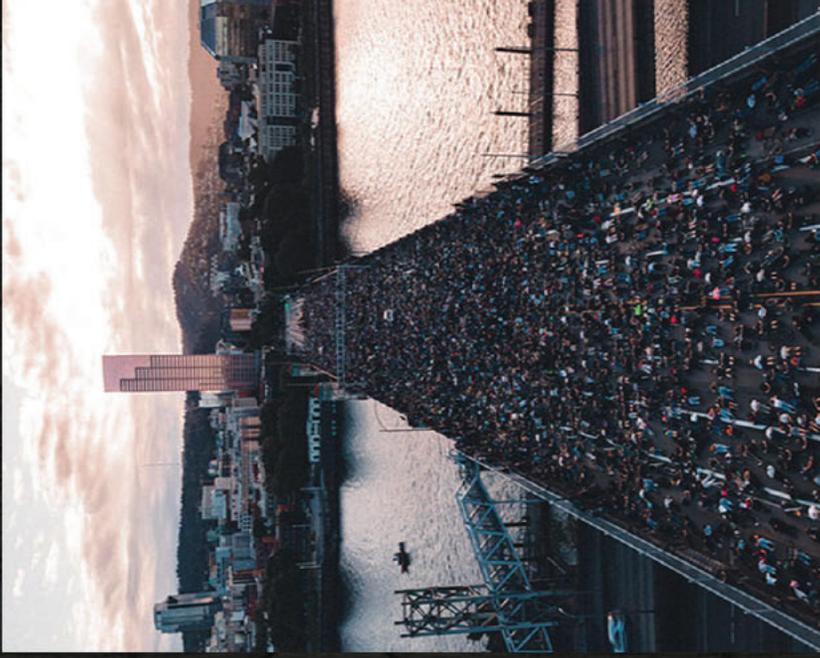


Image credit: Andrew Wallner

What do you...

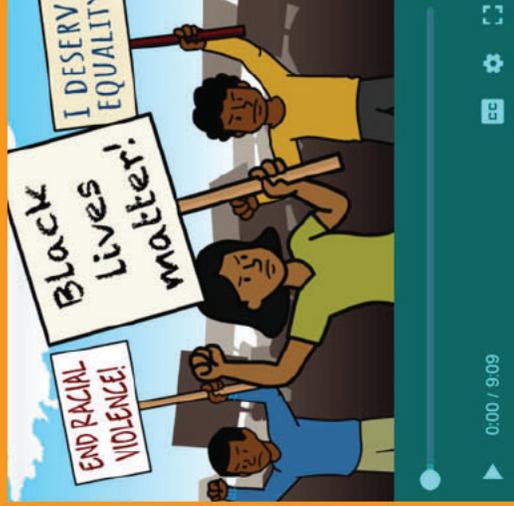
See?  
Think?  
Wonder?



Image credit: Brooke Herbert

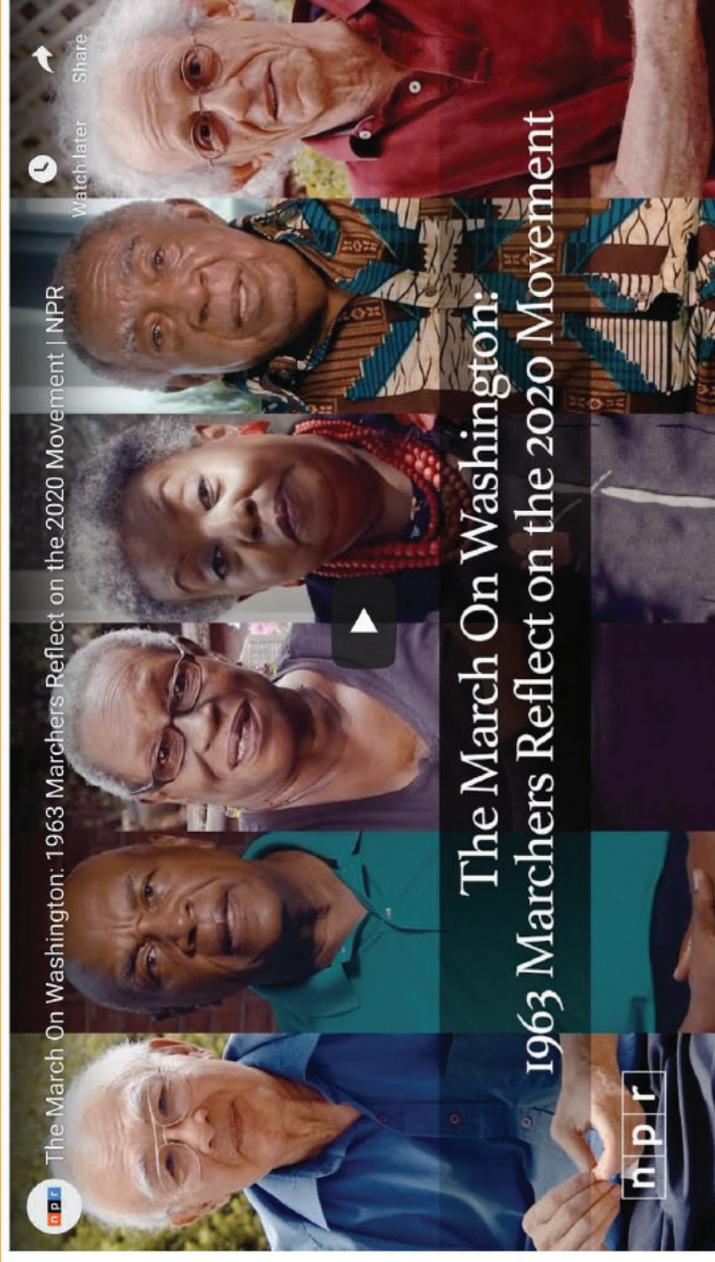
# Present: What is #BlackLivesMatter?

(consider scaffolding, breaking up, sharing with families first)



Click the images to watch a video and read an article for information!





AMERICA RECKONS WITH RACIAL INJUSTICE

## **VIDEO: The Dream, Then And Now: 1963 Marchers Reflect On The 2020 Movement**

*Optional video that may help with framing and connecting the Civil Rights Movement to today with Black Lives Matter.*

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



# Present: What is Systemic Racism?

---



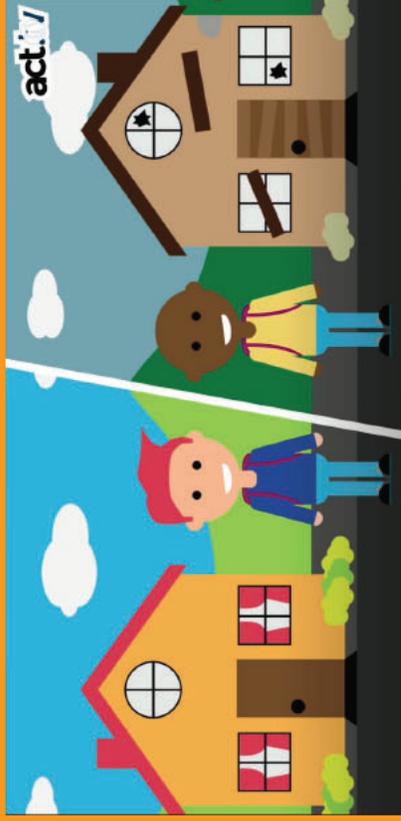
Racism that infects the very structure(s) of our society, is called systemic racism.

These structures include: wealth, employment, education, criminal justice, housing, surveillance, and healthcare.

[Click the image for a Newsela article.](#)

# Optional Teacher Resource

---



Racism that infects the very structure(s) of our society, is called systemic racism.

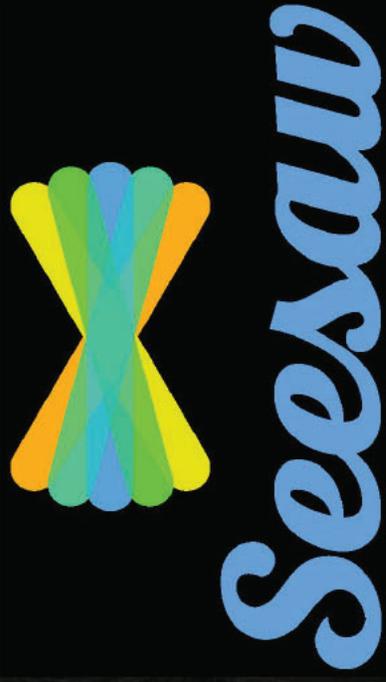
The video may be helpful for framing and ideas on introducing the content to students.

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.





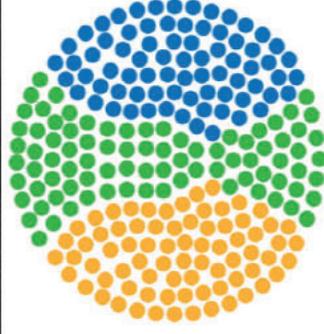
**Here is an opportunity for students to use Seesaw and respond to the class discussions, articles, or videos.**

From the 3-5 BSD teacher-leaders  
and architects, thank you!

*Raquel  
Megan  
Melinda  
Michael  
Brad*



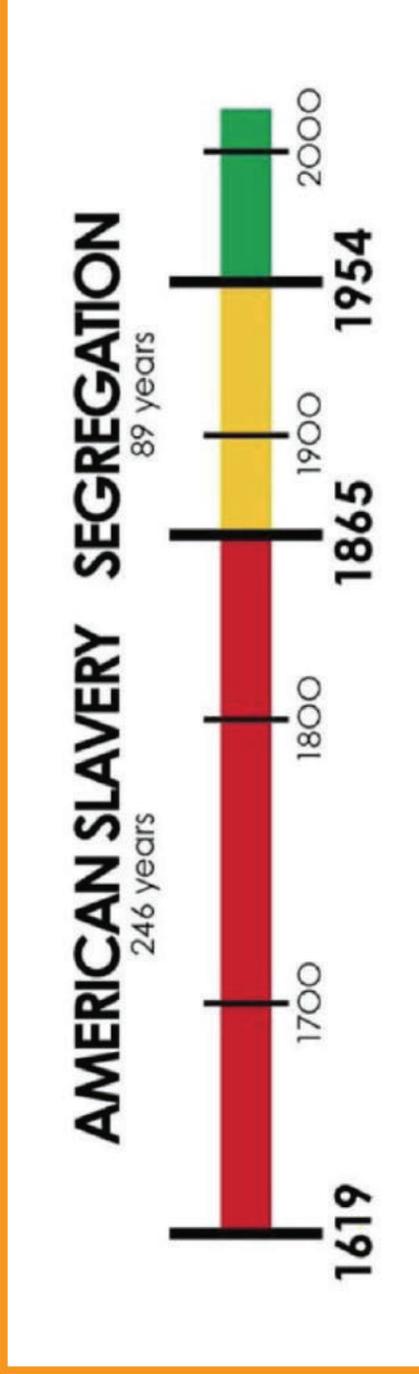
*got this!*



**SOCIAL STUDIES**  
BEAVERTON SCHOOL DISTRICT

**Optional resources for more  
historical context (most  
appropriate for 5th grade)**

# Past: Early Slavery & Civil Rights Movement



# Historical Context

---

This is a BrainPop video (click on the image) that gives a *brief* overview of the history of enslavement in world and U.S. history. You will learn more about this in 5th grade.

Never forget though, despite the hard and violent truths of slavery, there were brave change-makers, constantly fighting together for more racial and human rights. It is them that we honor, and together we continue their fight towards more racial justice.



# Historical Context



## Legislative and Judicial Results of the Civil Rights Movement

Present Save Read Aloud Share Hide Print Add To Text Set



This is a Newsela article that gives a *brief* overview of the Civil Rights Movement. You will learn more about this in middle school and high school.

Remember those brave change-makers constantly fighting together for more racial and human rights. It is them that we honor, and together we continue their fight towards more racial justice.

# Teachers:

This is slidedeck # 4 of 4 for the 3rd-5th unit on identity & culture, race & racism, and action. Part 3 focuses on historical and present day contexts of the fight against racism and towards liberation. It culminates with the students reflecting on race and racism.

The following slides are intended to be a guide and an example of student-facing slides. These lessons were created with the intention of being synchronous learning with students given the content. We encourage you to make a copy of them, make them work for your students, and to use them with your students. All orange background slides are *optional*/extensions/ideas, there are a lot for this lesson.

For more information on the context of this unit, and the multicultural studies and ethnic studies standards, [please visit here.](#)



# Racial Justice, Taking Action, & Me

*How do we change something that is not fair?*

*How can I be a Change-Maker?*

...

Lesson 4/4

# Prior Knowledge - Reflections to Support New Learning

- What do we already think/feel/know about **racism**?
- What do you think of when you think of a person being **racist**? Or not racist? Have you ever heard of being **anti-racist**? Is there a difference?
- What **actions** can we take to get better at standing up to racism?
- How can we learn from the **actions** of **change-makers in the past**?



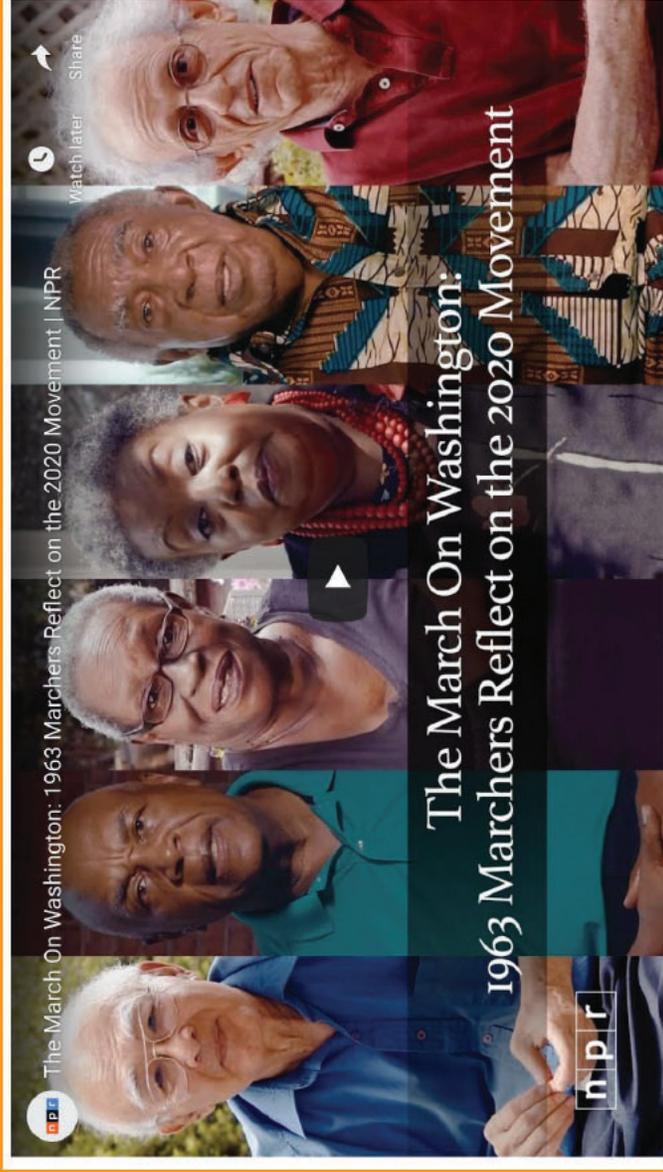
Dr. King was one of those brave leaders, and one strategy he used was marching and protesting as a way to fight against racism.

People of all races joined with him.

1963 < ----- > 2020.



Many people of many races are still marching today.

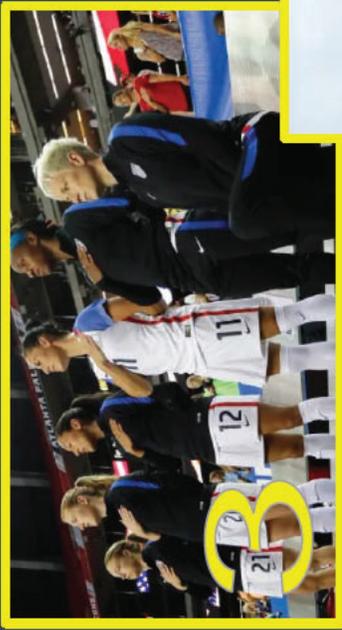
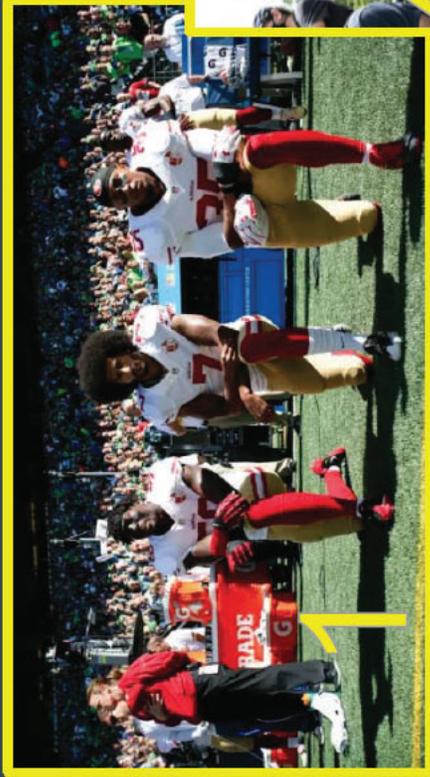


AMERICA RECKONS WITH RACIAL INJUSTICE

## **VIDEO: The Dream, Then And Now: 1963 Marchers Reflect On The 2020 Movement**

Optional video that may help with framing and connecting the Civil Rights Movement to today with Black Lives Matter.

What do you See? Think? Wonder?  
How are the images similar? Different?



## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



# Beaverton & Portland -- Right Now.



Rain no problem for hundreds of students marching against racism in Beaverton



**People are still fighting racism and marching today.**

This is in Portland. They are saying that Black Lives Matter, and they march against racism.

**These are Beaverton students**

They are saying that Black Lives Matter, and they marched in the rain against racism.

**These are Beaverton schools**

Their school signs said Black Lives Matter, and people from the community hung up signs on the fences, too.



## Vocabulary Used to Inquire Into **Racial Justice**

- What do you **know** about these words?
- How do these words make you **feel**?
- What do they **mean** to you?
- Can you **group them or sort them** in any way?

Identity	Race	Racism	Biases	Discrimination
Revolution and/or Resistance	Peaceful Protest	Justice	Liberation	Inclusion

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

If you can, share your thinking with someone close to you at home.



# Teacher Resource: What is the difference between Non-Racist and Anti-Racist?

**The difference between being not racist and being antiracist**

BY CHRISTINA CAPATIDES  
JUNE 25, 2020 / 9:38 PM / CBS NEWS



\*See teaching notes below, we suggest the first minute of this video as a helpful resource to think about framing non-racist and anti-racist with your students.

# What is the difference between **Non-Racist** and **Anti-Racist**?

“Saying, I am not a racist...”

“Saying, racism is bad . . .”

Being a bystander.

VS.

“Getting involved and saying, break it up, stop this . . .”

“Speaking out so this never happens again”

Being racist or anti racist is **NOT** about who you *are*; it is about what you *do*.

## Share time:

If you have an idea you'd like to share, wave at your teacher through your screen.

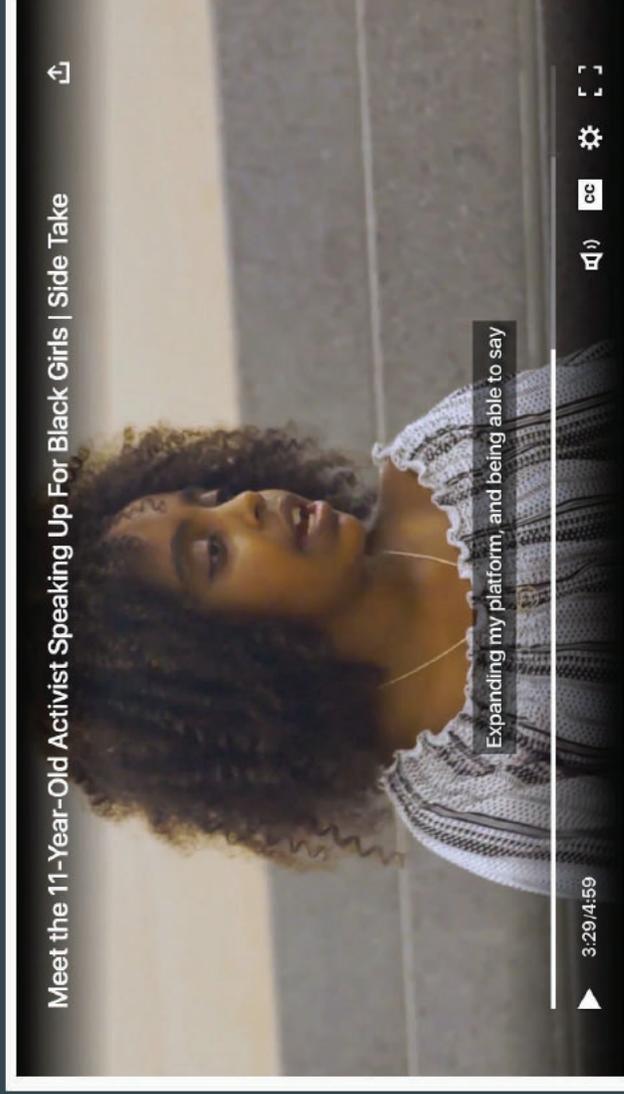
If you can, share your thinking with someone close to you at home.





# Meet Naomi, 11 year-old Change-Maker.

Watch for what she is doing, thinking, saying, feeling.



<b>Doing:</b>	<b>Thinking:</b>
<b>Saying:</b>	<b>Feeling:</b>

## Share time

If you have an idea you'd like to share, wave at your teacher through your screen.



What did you learn from Naomi?



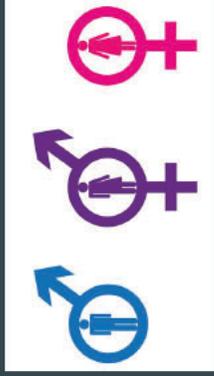
<b>Doing:</b>	<b>Thinking:</b>
<b>Saying:</b>	<b>Feeling:</b>

# What actions can students and teachers take to be change-makers?

<p><b>Doing:</b></p> <ul style="list-style-type: none"><li>• <b>Asking questions</b> and <b>doing research</b> about the race, racism, and the history of the racial justice struggle.</li><li>• <b>Standing up</b> for classmates when others are not letting them participate (excluding them).</li></ul>	<p><b>Thinking:</b></p> <ul style="list-style-type: none"><li>• Being open to <b>listening to others</b> ideas and perspectives, be open minded!</li><li>• <b>Learning</b> how to listen to and accept other opinions even when it is uncomfortable.</li></ul>
<p><b>Saying:</b></p> <ul style="list-style-type: none"><li>• <b>Speaking up</b> with courage and respect when they or someone else has been hurt or wronged by bias.</li></ul>	<p><b>Feeling:</b></p> <ul style="list-style-type: none"><li>• Knowing that it is okay to make mistakes when talking about race and <b>learning from the mistakes</b>.</li></ul>

Remember that **Change-Makers** don't just fight racism.  
They fight to make sure many people are treated equally  
when they have different...

## Genders



## Ethnicities



## Religions



## Families



## Partners



## Abilities



## Cultures



What **actions** can YOU take to be a change-maker?



*Seesaw*

Teachers: Here is an option for a Seesaw learning experience. You can have students post either videos, images, or voice recordings.

**From the 3-5 BSD teacher-leaders and architects, thank you!**

**Raquel**  
**Megan**  
**Michael**  
**Brad**



**Optional Teacher Resources  
on Anti-Bias and  
Anti-Racism (which will be  
revisited throughout the year)**

# Taking Action

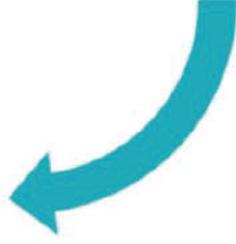
**reflect**

Think about the consequences of your actions.



**choose**

Make choices based on your reflections.



**act**

Carry through with your choices.



# Being Antiracist

To create an equal society, we must commit to making unbiased choices and being antiracist in all aspects of our lives.

**No one is born racist or antiracist; these result from the choices we make.** Being antiracist results from a conscious decision to make frequent, consistent, equitable choices daily. These choices require ongoing self-awareness and self-reflection as we move through life. In the absence of making antiracist choices, we (un)consciously uphold aspects of white supremacy, white-dominant culture, and unequal institutions and society. Being racist or antiracist is not about who you are; it is about what you do.

*“To be antiracist is a radical choice in the face of history, requiring a radical reorientation of our consciousness.”*

**IBRAM KENDI**

*“How to be an Antiracist”*



NATIONAL MUSEUM  
of AFRICAN AMERICAN  
HISTORY & CULTURE



Smithsonian

**TALKING ABOUT RACE**

# Being Antiracist

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NATIONAL MUSEUM  
of AFRICAN AMERICAN  
HISTORY & CULTURE



Smithsonian

**TALKING ABOUT RACE**

# What actions can students and teachers take to create an anti bias and anti racist community?

## THE DOS

- **Do** be open to listening
- **Do** be aware of your implicit biases
- **Do** your research to learn more about the history of the struggle in which you are participating
- **Do** the inner work to figure out a way to acknowledge how you participate in oppressive systems
- **Do** the outer work and figure out how to change the oppressive systems
- **Do** use your privilege to amplify (digitally and in-person) historically suppressed voices
- **Do** learn how to *listen* and accept criticism with grace, even if it's uncomfortable
- **Do** the work every day to learn how to be a better ally

## THE DON'TS

- **Do not** expect to be taught or shown. Take it upon yourself to use the tools around you to learn and answer your questions
- **Do not** participate for the gold medal in the "Oppression Olympics" (you don't need to compare how your struggle is "just as bad as" a marginalized person's)
- **Do not** behave as though you know best
- **Do not** take credit for the labor of those who are marginalized and did the work before you stepped into the picture
- **Do not** assume that every member of an underinvested community feels oppressed

# Reflections and Resources

- [Mini Unit Planner](#)

# Task: What do you already know and wonder about **race & racism**?

## KWA(L) Chart:

<u>KNOW</u> What do you already know about <b>RACE &amp; RACISM</b> ?	<u>WONDER</u> What do you wonder about <b>RACE &amp; RACISM</b> ?	<u>ACTION</u> What are some things we can do to fight against <b>RACISM</b> ?	<u>LEARNED</u> What did you learn about <b>RACE &amp; RACISM</b> ?
		<i>This is what lesson 4 is about, though you can start to think about this here, if appropriate.</i>	<i>We will fill this out later.</i>

# Ethnic Studies

Update February 2020

## Legislation

In 2017 the Oregon Legislative Assembly adopted House Bill 2845 calling for the identification and creation of Ethnic Studies instruction for students in kindergarten through grade 12 relating to social science standards.

The law defined Ethnic Studies to include the study of “ethnic and social minorities”.

“Ethnic minorities” means individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent.

“Social minorities” means women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual or transgender.

## Advisory Group

An advisory group consisting of representatives from 13 ethnic and social groups convened for 15 meetings from November 2017 to June 2019. The advisory group meetings culminated in the production of a recommendation of ethnic studies standards to be included as part of the social science K-12 standards.

## Next Steps

Beginning in February 2020, a panel of K-12 teachers will meet to review and revise the advisory group’s recommendations. The law requires the Oregon School Board to adopt the new standards by September 2020. It is recommended that schools provide professional development on the pedagogy and content of ethnic studies before utilizing the new standards. The ethnic studies standards will be part of the required social science standards adoption in 2025.

## Resources

HB 2023 requires the 2025 Social Science Instructional Materials Adoption to align with the new ethnic studies standards. ODE currently hosts a number of resources on the Social Science Webpage, including [a list of supplemental resources and helpful websites.](#)

# Ethnic Studies Grade Level Standards Recommendation July 2019

## Kindergarten

- K1 Develop understanding of identity formation related to self, family, community, gender, and disability.
- K2 Understand culture, define culture, compare and contrast other cultures to own.
- K3 Examine culturally significant traditions, days, and places.
- K4 Define and understand diversity as it relates to visible and invisible characteristics that make each individual different.
- K5 Identify examples of unfairness or injustice towards individuals or groups and the “change-makers,” who worked to make the world better.
- K6 Make connections and describe the similarities and differences between self and others related to race, ethnicity, culture, disability, and gender identity.

## Grade 1

- 1.1 Examine social construction as it relates to \* race, ethnicity, gender, disabilities, sexual orientation.
- 1.2 Identify a variety of diverse individuals, groups, and circumstances that had a contribution on the local community including \*
- 1.3 Examine and understand your own identity and how it fits with the identity of the local community.
- 1.4 Identify and explain issues and problems of importance to students and ways people are addressing them.
- 1.5 Define, compare and contrast equity, equality and systems of power.
- 1.6 Identify and examine the ownership of power as it relates to the creation of rules and laws.
- 1.7 Affirm, respect, and celebrate the diversity of your community.
- 1.8 Identify and explain the perspectives of social groups\* in our community on local issues.

## Grade 2

- 2.1 Compare personal point of view with others'\* perspectives when participating in rule setting and addressing issues of fairness. (Civics)
- 2.2 Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity (vs. equality). (Civics)
- 2.3 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community. (History)
- 2.4 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. (Financial Literacy)
- 2.5 Identify the cultural characteristics of my group identity, (including race, culture, disability, religion, and gender) and that of the local community. (Geography)
- 2.6 Identify a diversity of individuals, groups, and circumstances that impact the local community (History)

## Grade 3

- 3.1 Describe the use of stereotypes and expectations in marketing products for consumption. (Economics)
- 3.2: Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, and the capture and genocide of Native Americans with the Americas.
- 3.3: Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human characteristics of regions in Oregon (tribal, cultural, agricultural, and industrial, etc.) with consideration to how bias has manifested into the various social groups and systems. (Geography)
- 3.4: Understand and analyze the impact of systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression. (History thinking)
- 3.5: Describe how individuals groups (including socioeconomic differences, ethnic groups, and social groups) events and developments have shaped the local community and region.
- 3.6 Describe how the identity of the local community shaped its history and compare to other communities in the region (History)

## Grade 4

- 4.1 Analyze the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. (Economics)
- 4.2 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas. (Geography)
- 4.3 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. (History)
- 4.4 Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance, perseverance, and self-determination, and justice in Oregon. (History)

## Grade 5

- 5.1. Explain why individuals and groups\*, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events, cycles, or movements in the United States.
- 5.2. Examine the connections between current and historical events especially as they relate to movements of equality, freedom, and justice for traditionally marginalized groups\*.
- 5.3. Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)
- 5.4. Analyze the implications of the concept of Manifest Destiny.
- 5.5. Compare and contrast tribal forms of government, the British monarchy, and early American colonial governments and analyze their interactions. (Civics)
- 5.6. Compare and contrast multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
- 5.7. Explain and analyze the significance of the slave trade in mercantilist and free-trade systems in trade relations among and between the colonies, Europe, Asia, and Africa. (Economics)
- 5.8. Identify and compare the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present and future trends. (Geography)

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## Grade 6

6.1 Locate, interpret, document, and use information from multiple sources and diverse media, distinguishing facts from opinions while recognizing bias, points of view or cultural frameworks through inquiry and research. (Social Science Analysis)

6.2 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, individuals with disabilities, and other traditionally marginalized groups in the Western Hemisphere. (History)

6.3 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Western Hemisphere. (History)

6.4 Construct arguments using claims and evidence from multiple sources, (i.e. primary, secondary, and counter-claims, dominant narratives, competing narratives) while acknowledging the strengths and limitations of these arguments and the construction of historical knowledge absent written records. (Social Science Analysis)

6.5 Recognize historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good.

6.6 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other historically marginalized groups. (History)

6.7 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures and family and community systems across ancient civilizations (History)

6.8 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations (Civics)

6.9 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups in early major western and non-western civilizations. (Economics)

## Grade 7

- 7.1 Compare and contrast early forms of governance and the global economy, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious) via the study of early civilizations of the Eastern Hemisphere. (Civics)
- 7.2 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments and the concept of individual rights and responsibilities. (Civics)
- 7.3 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)
- 7.4 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on indigenous peoples, racial, ethnic, and religious groups, as well as other historically persecuted individuals in the Eastern Hemisphere (bias, injustice, discrimination, and stereotypes). (History)
- 7.5 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes). (History)
- 7.6 Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the historic importance of advocacy and activism related to socioeconomic resistance (i.e. oppression of the elites, royalty, and religious minority). (Civics)
- 7.7 Identify and describe how the relationship to land including stewardship, displacement, and land ownership impacts identities, cultures, and communities in the Eastern Hemisphere. (Geography)

## Grade 8

- 8.1 Critique and analyze historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on Indigenous peoples and ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.
- 8.2 Examine the causes of westward expansion and the resulting cultural and physical genocide of the American Indian/Alaska Native/Native Hawaiian. (History)
- 8.3 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.
- 8.4 Analyze the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibilities for ethnic and other historically marginalized groups. (Civics)
- 8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) and its impact on historically marginalized groups. (Civics)
- 8.7 Compare historical and contemporary means of changing societies and identify individuals and/or groups\* promoting the common good including the historic importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ rights, worker's rights).
- 8.8 Examine and explain the nature of slavery in the US, efforts of self- emancipation, the central role of slavery in US political and military conflict, and the lasting-legacy of enslavement, Jim Crow laws, and Anti-Blackness. (History)
- 8.9 Determine and explain the importance and contributions (products, events, actions, and ideas) of

key people, cultures, and ethnic groups\*, religious groups, and other traditionally marginalized groups in Oregon, the United States, and the world. (History)

## High School

HS.1 Analyze the impact of the Constitution, the amendments, and attempts at constitutional reform in the establishment and extension of political, social, economic, and educational rights for historically marginalized groups (e.g. 3/5th Compromise, Establishment Clause, the electoral college, Bill of Rights, 13th, 14th, 15th, 19th, 24th, & 26th Amendments, Equal Rights Amendment ). (Civics)

HS.2 Identify and analyze the challenges and opportunities of a diverse and pluralistic society (i.e. ethnic, race, and social groups, urban/rural, cultural, poverty, religion, gender, sexual orientation, people with disabilities, and age) recognizing issues of discrimination and inequity and evaluating methods and actions for promoting pursuit of justice and equality. (Civics)

HS.3 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, Constitution, Bill of Rights, Constitutional amendments,). (Civics)

HS.4 Examine the power of governance and evaluate the reasoning and impact of Supreme Court decisions and federal/state legislation on the rights of individuals and groups (e.g. Marbury v. Madison, Dred Scott v. Sandford, Reconstruction Civil Rights Acts, Plessy v. Ferguson, D.C. v. Heller, Loving v. Virginia, Obergefell v. Hodges, Mendez v. Westminster, Hernandez v. Texas, Brown v. Board, Civil Rights Act of 1964, Voting Rights Act 1965, Gong Lum v. Rice, S v. Ju Toy, Yick Wo v. Hopkins, Chinese Exclusion Act, US v. Wong Kim Ark, US v. Bhagat Singh Thind, Takao Ozawa v. US, Immigration Act of 1965, Sisters v. Pierce, Cherokee Nation v. Georgia, Roe v. Wade, Reed v. Reed, Plyer v. Doe, Oregon Employment Division vs. Smith, Ex parte Korematsu v. US, Dartmouth v. Woodward, West Virginia State Board of Education v. Barnette, Rehabilitation Act, ADA, etc.). (Civics) \*

\*HS.5 Analyze the impact of the exploitative labor systems (e.g., slavery, indenture, peonage, convict leasing, sharecropping, racero program, migrant labor, Chinese immigrants and the building of the transcontinental railroad on competition, trade, and standards of living in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop). (Economics)

HS.6 Identify and explain how the business cycle has a disparate impact on allocation of resources on producers and consumers in multiple communities and groups (historically marginalized, urban and rural, socioeconomic, regional, and global economies). (Economics)

HS.7 Describe the potential benefits and consequences, both intended and unintended, of government policies to improve market outcomes and well-being of individuals and groups. (Economics)

HS.8 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. (Economics)

HS.9 Use geographic data to analyze the interconnectedness of physical and human regional systems with the global community (e.g., river valley and culture, water rights/use in regions, choice/impact of settlement locations). (Geography)

HS.10 Analyze the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices influencing migration patterns, distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups. (Geography)

HS.11 Analyze and explain the multiple perspectives of ethnic and traditionally marginalized group to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)

HS.12 Explain the origins and development of major world religions, faiths, belief systems, and philosophies and their impact on historical events, including the experience of traditionally marginalized individuals, and groups. (History)

HS.13 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present. (History)

HS.14 Analyze and explain the history and persistence of social and political conflicts and compromises regarding power, inequality, and justice with attention to the actions of traditionally marginalized individuals and groups and their connection to current events and movements in the U.S. (e.g. Abolition, Suffrage, Prohibition, Women's Movement, Civil Rights, Chicano, American Indian Movement, Poor Peoples' Campaign, Stonewall, anti-war, student, ethnic studies, Disability Rights Movement). (History)

HS.15 Analyze and explain the multiple perspectives of ethnic and traditionally marginalized groups to investigate past and present events when national and/or global interests have been in conflict. (History)

HS.16 Identify and analyze the histories of ethnic and traditionally marginalized groups\* and their contributions to Oregon the United States, and the world. (History)

HS.17 Examine the development of the concepts of race and ethnicity. (History)

HS.18 Identify and explain the legacy of violence, discrimination, and segregation based on race, ethnicity, religion, and gender. (History)

HS.19 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world. (History)

HS.20 Examine and analyze the multiple perspectives and contributions of traditionally marginalized groups\* within a dominant society and how different values and views shape Oregon, the United States, and the world. (History)

\*HS.21 Identify and critique how implicit bias, institutional racism, racial supremacy, and identity influences perspectives in the understanding of history and contemporary even (Social Science Analysis)

## Oregon K-12 Social Sciences Academic Content Standards

### Kindergarten

#### Civics and Government

- K.1 Explain why rules reduce conflict and promote fairness.
- K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
- K.3 Describe roles of self and family members.

#### Economics

- K.4 Distinguish between personal wants and needs.

#### Multicultural Studies

- K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. (Civics)
- K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for sharing. (Economics)
- K.10 Locate, identify, and describe places of importance to self, family, school, and culture. (Geography)
- K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.
- K.17 Make connections (similarities and differences) between self and others. (History)

#### Financial Literacy

- K.5 Identify forms of US money and explain how money is used.
- K.6 Give examples of different jobs performed in communities.
- K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for borrowing and sharing.
- K.8 Explain how people earn income and that some jobs earn money while some are volunteer.

#### Geography

- K.9 Identify, compare, and contrast pictures, maps and globes.
- K.10 Locate, identify, and describe places of importance to self, family, school, and culture.
- K.11 Explain how people can care for our environment (such as classroom, playground, library, etc.).
- K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).

#### History (Local, State, National, and World) (Focus: Me and My World)

##### Historical Knowledge

- K.13 Understand that events happen in a sequential order.
- K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.

##### Historical Thinking

- K.15 Distinguish between past and present.
- K.16 Understand and create timelines to show basic personal events in a sequential order.
- K.17 Make connections (similarities and differences) between self and others.

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K.18 Compare and contrast past and present events or practices.

**Social Science Analysis**

K.19 For a given problem find a solution that demonstrates fairness and empathy.

K.20 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.

## **Grade 1**

### **Civics and Government**

- 1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.
- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

### **Economics**

- 1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
- 1.4 Compare and contrast the monetary value of items. (Some things cost more than others do.)

### **Multicultural Studies**

- 1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
- 1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)
- 1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)
- 1.14 Make connections between the student's family and other families, the student's school and other schools. (History)

### **Financial Literacy**

- 1.5 Identify different uses of money (saving, spending and sharing/contributing)

### **Geography**

- 1.6 Describe ways people celebrate their diverse cultural heritages in the community.
- 1.7 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).
- 1.8 Explain how seasonal changes influence activities in school and community.
- 1.9 Give examples of local natural resources and describe how people use them.
- 1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.

### **History (Local, State, National, and World) (Focus: My School and Family)**

#### **Historical Knowledge**

- 1.11 Understand that families have a past.
- 1.12 Identify songs and symbols commonly associated with the United States of America.
- 1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.
- 1.14 Make connections between the student's family and other families, the student's school and other schools

#### **Historical Thinking**

- 1.15 Use terms related to time to place events that have occurred in sequential order.
- 1.16 Develop and analyze a simple timeline of important family events in a sequential order.
- 1.17 Explain the use of different kinds of historical sources to study the past.

- 1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.

**Social Science Analysis**

- 1.19 Identify cause-and-effect relationships.
- 1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.
- 1.21 Identify ways that students can take informed action to help address issues and problems.
- 1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.

## Grade 2

### Civics and Government

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting.
- 2.2 Identify services provided by city government.
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.
- 2.5 Identify city leaders and their functions.
- 2.6 Analyze the different ways students can have an effect on their local community.

### Economics

- 2.7 Identify local businesses and the goods and services they produce.
- 2.8 Describe the role of banks in an economy

### Multicultural Studies

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting. (Civics)
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect. (Civics)
- 2.10 Explain how wealth and scarcity connect to decision-making about personal savings and spending. (Financial Literacy)
- 2.13 Identify cultural characteristics of the community. (Geography)
- 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
- 2.17 Identify and describe community celebrations, landmarks, symbols and traditions and explain why they are significant to the cultural heritage of members of the community. (History)

### Financial Literacy

- 2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.
- 2.10 Explain how wealth and scarcity connect to decision making about personal savings and spending.

### Geography

- 2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.
- 2.12 Identify relative location of school and community in the state and nation and the world.
- 2.13 Identify cultural characteristics of the community.
- 2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).
- 2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

## **History (Local, State, National, and World) (Focus: My Neighborhood, My Community)**

### **Historical Knowledge**

- 2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)
- 2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.

### **Historical Thinking**

- 2.18 Differentiate between events that happened in the recent and distant past.
- 2.19 Develop and analyze a timeline of events in the history of the local community.
- 2.20 Generate questions using a historical source as it relates to the local community's history.
- 2.21 Explain how people and events of the past influence the present.
- 2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

### **Social Science Analysis**

- 2.23 Describe the connection between two or more current or historical events.
- 2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.25 Evaluate information relating to an issue or problem.
- 2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.

## Grade 3

### Civics and Government

- 3.1 Examine how different levels of city and county government provide services to members of a community.
- 3.2 Describe the responsibilities of people in their community and state.
- 3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.

### Economics

- 3.4 Describe the relationship between producers and consumers.
- 3.5 Explain how profit influences sellers in markets.
- 3.6 Identify key industries of Oregon.

### Multicultural Studies

- 3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)
- 3.9 Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.) (Geography)
- 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.
- 3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)

### Financial Literacy

- 3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)

### Geography

- 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
- 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.):
- 3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

### History (Local, State, National, and World) (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

#### Historical Knowledge

- 3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and

religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the communities and regions.

- 3.12 Compare and contrast the history of the local community to other communities in a region.

**Historical Thinking**

- 3.13 Apply research skills and technologies to gather information about the past in a region.
- 3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events
- 3.15 Explain how sources serve different purposes for answering historical questions.
- 3.16 Generate questions using multiple historical sources and examine their validity.

**Social Science Analysis**

- 3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.18 Identify and compare different ways of looking at an event, issue, or problem with an emphasis on multiple perspectives.
- 3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.

## Grade 4

### Civics and Government

- 4.1 Investigate the organization and functions of Oregon government.
- 4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

### Economics

- 4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources.

### Multicultural Studies

- 4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)
- 4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)
- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)
- 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization. (History)
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).(History)
- 4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)
- 4.14 Examine the history of the nine federally recognized Oregon tribes. (History)

### Financial Literacy

- 4.4 Analyze different buying choices and opportunity costs.
- 4.5 Demonstrate understanding of needs and wants using a budget.
- 4.6 Determine the consequences of sharing personal information with others.

### Geography

- 4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
- 4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
- 4.9 Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.10 Describe how technological developments, societal decisions, and personal practices affect Oregon’s sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).

## **History (Local, State, National, and World) (Focus: Oregon's Past [Oregon History])**

### **Historical Knowledge**

- 4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.
- 4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups), and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).
- 4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).
- 4.14 Examine the history of the nine federally recognized Oregon tribes.

### **Historical Thinking**

- 4.15 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.16 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.17 Use primary and secondary sources to explain events in Oregon history.
- 4.18 Infer the purpose of a primary source and from that the intended audience.

### **Social Science Analysis**

- 4.19 Compare eyewitness and secondhand accounts of an event.
- 4.20 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.
- 4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.
- 4.22 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.
- 4.23 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.

## Grade 5

### Civics and Government

- 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.
- 5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).
- 5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.5 Describe how national government affects local, state, and Oregon tribal governments.

### Economics

- 5.6 Explain ways trade can be encouraged or restricted and how it affects relationships between countries.
- 5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

### Multicultural Studies

- 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)
- 5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)
- 5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments. (Civics)
- 5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends. (Geography)
- 5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)
- 5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15<sup>th</sup> and 16<sup>th</sup> centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. (History)
- 5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)
- 5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).(History)
- 5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).
- 5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events. (History)

### **Financial Literacy**

- 5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).

### **Geography**

- 5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.
- 5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends.
- 5.11 Describe how physical, human and political features influence events, movements, and adaptation to the environment.
- 5.12 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.
- 5.13 Describe how natural and human-made events in one place affect people in other places.

### **History (Local, State, National, and World) (Focus: America's Past [U.S. History 1492-1786])**

#### **Historical Knowledge**

- 5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15<sup>th</sup> and 16<sup>th</sup> centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.
- 5.15 Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.
- 5.17 Locate and examine the 13 British colonies that became the United States and identify the early founders, and describe daily life (political, social, and economic organization and structure).
- 5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.
- 5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).
- 5.20 Identify and examine the roles that American Indians had in the development of the United States.
- 5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

#### **Historical Thinking**

- 5.22 Summarize how different kinds of historical sources are used to explain events in the past.
- 5.23 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.

- 5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

**Social Science Analysis**

- 5.25 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
- 5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.
- 5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.
- 5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.

## Grade 6

### **Civics and Government – Western Hemisphere (countries other than the United States)**

- 6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere.
- 6.2 Describe current forms of government and the specific roles played by citizens in countries of the Western Hemisphere.
- 6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- 6.4 Recognize historical and contemporary means of changing societies and promoting the common good.
- 6.5 Investigate current issues and how they relate to other countries.

### **Economics– Western Hemisphere**

- 6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.
- 6.7 Explain the function of imports, exports, and trade in the economy.
- 6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole.

### **Multicultural Studies**

- 6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere. (Civics)
- 6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere. (Civics)
- 6.4 Recognize historical and contemporary means of changing societies and promoting the common good. (Civics)
- 6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. (Economics)
- 6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere. (Geography)
- 6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. (History)
- 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)
- 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

### **Financial Literacy**

- 6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards and online and mobile payments.
- 6.10 Discuss the advantages and disadvantages of borrowing money to buy something.
- 6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss. (wearing helmets, bike theft, piggy bank v. bank).
- 6.12 Define and explain the following: spending, savings, credit, and debt.

### **Geography– Western Hemisphere**

- 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of indigenous peoples).
- 6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.
- 6.15 Explain and demonstrate how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as, religion, land use, population).
- 6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.

### **History (Local, State, National, and World) [Western Hemisphere--World History]**

#### **Historical Knowledge**

- 6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere.
- 6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.
- 6.19 Examine the continuity and change of the indigenous cultures through relevance and contributions to modern society.
- 6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere.
- 6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

#### **Historical Thinking**

- 6.22 Compare alternative ways that historical periods and eras are designated (e.g. since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium).
- 6.23 Analyze cause and effect relationships within the living histories of indigenous peoples such as land, technology, and competing economic interests.

#### **Social Science Analysis**

- 6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.
- 6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.
- 6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.
- 6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies and potential outcomes.
- 6.28 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of these arguments.

## Grade 7

### Civics and Government—Eastern Hemisphere

- 7.1 Describe the role of citizens in governments.
- 7.2 Compare and contrast early forms of government via the study of early civilizations.
- 7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.
- 7.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi’s Code, Confucianism, Vedic Law Code) on the development of modern governments.
- 7.5 Compare historical and contemporary means of changing societies and promoting the common good.

### Economics—Eastern Hemisphere

- 7.6 Explain the function of profit in the economy.
- 7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.
- 7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.
- 7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within a global economy

### Multicultural Studies

- 7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. (Civics)
- 7.5 Compare historical and contemporary means of changing societies and promoting the common good. (Civics)
- 7.9 Compare and contrast the function of imports, exports, and barriers across cultural groups in regards trade within a global economy (Economics)
- 7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures in the Eastern Hemisphere. (Geography)
- 7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere. (History)
- 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)
- 7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)

### Financial Literacy

- 7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).

- 7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).
- 7.12 Define and explain the following: employment, income, and investing.

### **Geography—Eastern Hemisphere**

- 7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.
- 7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.
- 7.15 Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
- 7.16 Explain how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices.
- 7.17 Describe the historical and current physical, cultural, and economic characteristics of eco-regions.
- 7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.
- 7.19 Determine and explain the interdependence of people around the world during significant eras or events.

### **History (Local, State, National, and World) [Eastern Hemisphere – World History]**

#### **Historical Knowledge**

- 7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups and other traditionally marginalized groups throughout the Eastern Hemisphere.
- 7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).
- 7.22 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations.
- 7.23 Examine the importance of trade routes and trace the rise of cultural centers.

#### **Historical Thinking**

- 7.24 Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia).
- 7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender).
- 7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere.

#### **Social Science Analysis**

- 7.27 Critique and analyze information for point of view, historical context, distortion, propaganda and relevance including sources with conflicting information.

- 7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies and potential outcomes.
- 7.30 Construct arguments using claims and evidence from multiple sources and diverse media, while acknowledging the strengths and limitations of the arguments.

## Grade 8

### Civics and Government

- 8.1 Compare and contrast-the Articles of Confederation-to the U.S. Constitution.
- 8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.
- 8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.
- 8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.
- 8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13<sup>th</sup>-15<sup>th</sup> Amendments and Oregon Constitution.
- 8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins)
- 8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.
- 8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.
- 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.
- 8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- 8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

### Economics

- 8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.
- 8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy
- 8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society.

### Multicultural Studies

- 8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics)
- 8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics)
- 8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13<sup>th</sup>-15<sup>th</sup> Amendments and Oregon Constitution. (Civics)
- 8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) (Civics)
- 8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and other traditionally marginalized groups. (Civics)

- 8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights. (Civics)
- 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good. (Civics)
- 8.14 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society. (Economics)
- 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. (Geography)
- 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts. (History)
- 8.25 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.
- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world. (History)
- 8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes). (History)
- 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States. (History)

#### **Financial Literacy**

- 8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)
- 8.16 Explain how compound interest can be both a positive and a negative (compounding interest on investments and compounding interest on credit cards).
- 8.17 Define and explain “fair lending practices” and “financial decision-making.”
- 8.18 Describe how marketing and advertising can influence spending and saving decisions.

#### **Geography**

- 8.19 Interpret maps to identify growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).
- 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.
- 8.21 Explain how historical technological developments (such as cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g., sustainability, economics ecosystems).

## **History (Local, State, National, and World) [U.S. History – through Reconstruction]**

### **Historical Knowledge**

- 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and social justice from multiple perspectives.
- 8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.
- 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.
- 8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.
- 8.26 Analyze the figures, groups, events, and philosophies that led to United States colonial independence from British Rule.
- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in Oregon, the United States, and the world.
- 8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

### **Historical Thinking**

- 8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender) in the United States.

### **Social Science Analysis**

- 8.32 Critique and analyze information for point of view, historical context, distortion, bias propaganda and relevance including sources with conflicting information in order to question the dominant narratives in history.
- 8.33 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- 8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.
- 8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

## High School

### Civics and Government

- HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.
- HS.2 Describe core elements of early governments that are evident in United States government structure.
- HS.3 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.
- HS.4 Examine institutions, functions and processes of United States government.
- HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.
- HS.6 Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.
- HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.
- HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.
- HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments).
- HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.
- HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.
- HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.).
- HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.

### Economics

#### Microeconomics/Decision Making

- HS.14 Analyze how determinants cause supply and demand to shift and the impact on secondary markets.
- HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

#### National Economy

- HS.16 Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.
- HS.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).
- HS.18 Use economic indicators to analyze the current and future state of the economy (including but not limited to unemployment, components of GDP, consumer price index (CPI), inflation, stock market, building permits).

- HS.19 Analyze the impact of the American labor system on competition and trade in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop).
- HS.20 Explain the function of the stock market.
- HS.21 Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.
- HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.
- HS.23 Analyze the ways in which incentives and competition influence Production and distribution in a market system.
- HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes.

### **Global Economy**

- HS.25 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.
- HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- HS.27 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.
- HS.28 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- HS.29 Analyze the role of comparative advantage in international trade of goods and services.

### **Multicultural Studies**

- HS.1 Analyze the impact of constitutional amendments (such as groups, Individuals, institutions, national order). (Civics)
- HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, Constitution, Bill of Rights, Constitutional amendments,). (Civics)
- HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change. (Civics)
- HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (such as Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.). (Civics)
- HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles. (Economics)
- HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes. (Economics)
- HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. (Economics)
- HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities. (Geography)

- HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influence migration patterns and the distribution of human population. (Geography)
- HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)
- HS.56 Explain the development and impact of major world religions and philosophies on historical events and people. (History)
- HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. (History)
- HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to currents events and movements. (History)
- HS.62 Identify historical and current events, issues, and problems when national and/or global interests have been in conflict, and provide analysis from multiple perspectives. (History)
- HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world. (History)
- HS.64 Examine the development of the concepts of ethnicity and race.
- HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States-and the world. (History)
- HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world. (History)

### **Financial Literacy**

- HS.30 Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.
- HS.31 Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).
- HS.32 Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.
- HS.33 Compare and contrast tools for managing and protecting personal finances.
- HS.34 Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).
- HS.35 Compare and contrast different investment options in weighing risk versus return to meet financial goals for long- term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).
- HS.36 Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.
- HS.37 Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education.

- HS.38 Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.
- HS.39 Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.

### **Geography**

- HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.
- HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.
- HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.
- HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions.
- HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).
- HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.
- HS.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.
- HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

### **History (Local, State, National, and World) [United States History Post Reconstruction – present & World History]**

#### **Historical Knowledge**

- HS.54 Evaluate continuity and change over the course of world and United States history.
- HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.
- HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.
- HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.

- HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.
- HS.59 Analyze ideas critical to the development of social, labor, and political movements in history
- HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.
- HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.
- HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.
- HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.
- HS.64 Examine the development of the concepts of ethnicity and race.
- HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States-and the world.
- HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world.

### **Historical Thinking**

- HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.
- HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
- HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.
- HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

### **Social Science Analysis**

- HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
- HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).
- HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.
- HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.
- HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

SBE May 17, 2018

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

# OUR AGREEMENTS TO EACH OTHER DURING THIS SESSION ON ANTI-RACISM

- I will honor the feelings of BIPOC during this session (BIPOC= Black, Indigenous, and/or People of Color)
- If I am white, I will make space for and amplify BIPOC educators.



TAKE THREE DEEP BREATHS AND KNOW  
THAT SOME OF THE INFORMATION  
MIGHT BE NEW AND/OR DIFFICULT TO  
ADDRESS. SOME OF THE INFORMATION  
MIGHT BE FAMILIAR BUT COULD HELP  
REIGNITE A FIRE OR MAKE YOU FEEL  
UNSURE.

## UNDERSTANDINGS AS WE ENTER ANTI-RACIST WORK:

- You will make mistakes. It will be uncomfortable. Move forward and work to do better next time.
- You have probably made microaggressions\* toward a co-worker or student of color unconsciously.
- Impact always outweighs intent when you do harm as a white person to a person of color.

\*"Microaggressions are micro to those who commit them, but macro to BIPOC."— Kendi

FPE Weekly Staff Meeti... ^



Raise hand



Turn on c

## UNDERSTANDINGS AS WE ENTER ANTI-RACIST WORK:

- Accountability is a Love language.
- Decenter yourself if you are a white person. Amplify the voices, choices, and feelings of BIPOC co-workers and students.
- Understand your privilege as a white person, white passing person, or a light skinned BIPOC.



## UNDERSTANDINGS AS WE ENTER ANTI-RACIST WORK:

- A common human reaction is to get defensive when you are called in/out or when you hear another white person called in/out (especially if the person calling out is a person of color). Please don't weaponize your white fragility and do further harm to a person of color.
- It is not the job of people of color to educate you about race.
- Accountability feels like an attack when you're not ready to acknowledge how your behavior harms others. Read it again.

FPE Weekly Staff Meeti... ^



Turn on c

# ANTI-RACISM THROUGH TECHNOLOGY

**By: Sarita Flores and Andy Wheeler**  
**Aug. 2020**

WHO ARE YOUR  
PRESENTERS?

# Sarita Flores TechSmart Integration Coach



## Professional

- Educator for 7 years as a Classroom Teacher, TechSmart Coach, and ESL Teacher.
- Passions in Education include: Equity and Inclusion, Building staff and student relationships, Technology access for Black and brown students, and Literacy.

## Personal

- 2nd generation Latina. My dad is a Latinx from Mexico. My mom is a Chicana.
- I love kayaking, drawing, and snuggling my black lab, Rosie.

## Core Values

- Equal access for historically underserved students.
- Being a Latinx role model that I never had when I was in school.

## What I read this summer

- Born a Crime by Trevor Noah
- So you Want to Talk about Race by Ijeoma Oluo
- The New Jim Crow by Michelle Alexander

# ANDY WHEELER

TechSmart Program Manager,  
Learning Technologies



## **Professional:**

7 years as Project/Program Manager now with Learning Technologies. Financial analyst before that.

## **Personal:**

I enjoy all manner of food preparation and consumption

## **What I've been reading this summer:**

*The Broken Earth Trilogy* by N.K. Jemison

*The End of Everything* by Katie Mack

Lots of books chosen by a 4-year-old girl

# OUR AGREEMENTS TO EACH OTHER DURING THIS SESSION ON ANTI-RACISM

- I will honor the feelings of BIPOC during this session  
(BIPOC= Black, Indigenous, and/or People of Color)
- I will stay muted unless I have a question or comment.
- If I am white, I will make space for and amplify BIPOC educators.

TAKE THREE DEEP BREATHS AND KNOW  
THAT SOME OF THE INFORMATION  
MIGHT BE NEW AND/OR DIFFICULT TO  
ADDRESS. SOME OF THE INFORMATION  
MIGHT BE FAMILIAR BUT WILL HELP  
REIGNITE A FIRE OR MAKE YOU FEEL  
UNSURE.

# UNDERSTANDINGS AS WE ENTER ANTI-RACIST WORK:

- You will make mistakes. It will be uncomfortable. Move forward and work to do better next time.
- You have probably made microaggressions toward a co-worker or student of color unconsciously.
- Impact always outweighs intent when you do harm.
- A common human reaction is to get defensive when you are called in/out.
- Accountability is a love language.
- Decenter yourself if you are a white person. Amplify the voices and choices of BIPOC co-workers and students.
- Understand your privilege as a white person, white passing person, or a light skinned BIPOC.
- BIPOC, I am not the only expert. If you want to, please share your experiences but also don't feel that you need to expend that energy if you don't want to.



das.penman

# You will say and do the wrong thing

No one will get everything right all the time. When you slip up and you're called out on it, don't trip over yourself trying to prove how un-racist you are and why you would never normally do something like that. You did it, and it's done now, so do the work to make up for it. Apologise fully without making it all about you, take your time to explore why it happened and carry that with you in future.

5

.....



hooligan-nova

All it means when people say "you're speaking from a place of privilege" is that you're likely to underestimate how bad the problem is by default because you are never personally exposed to that problem. It's not a moral judgement of how difficult your life is.



mrloveballad

^^^^ read it. say it out loud. keep repeating it until you understand.

@krysannboggs

# PREPARING LEARNERS

WHAT DOES ANTI-RACISM IN  
EDUCATION MEAN TO YOU?

JAMBOARD LINK

WHAT IS  
ANTI-RACISM?

**"In a racist  
society it is not  
enough to be  
non-racist.**

**We must be  
anti-racist."**

**Angela Davis**



**RACIST: One who is supporting a racist policy  
through their actions or inaction or expressing a  
racist idea.**

**ANTI-RACIST: One who is supporting an anti-racist  
policy through their actions or expressing an  
anti-racist idea.**

**Source: How To Be An AntiRacist  
by Ibram X. Kendi**

**To be an anti-racist  
teacher you first  
have to be  
*anti-racist.***

@WOKETEACHERS

@woketeachers



Being antiracist results from  
a conscious decision to  
make **frequent, consistent,  
equitable choices daily.**

These choices require  
ongoing **self-awareness and  
self-reflection** as we move  
**through life.**

"Talking About Race"  
NMAAHC.SLEDU

@woketeachers

“THE BEAUTY OF

## ANTIRACISM

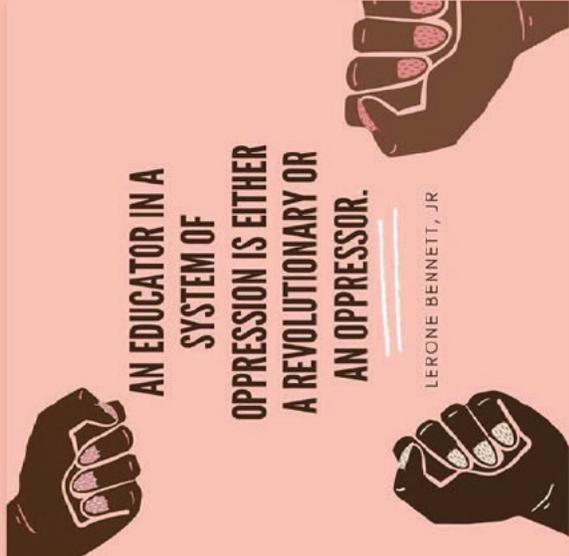
IS THAT YOU DON'T HAVE TO PRETEND  
TO BE FREE OF RACISM TO BE AN  
ANTI-RACIST. ANTIRACISM IS THE  
COMMITMENT TO FIGHT RACISM  
WHEREVER YOU FIND IT,

INCLUDING IN YOURSELF.

AND IT'S THE ONLY WAY FORWARD.”

IJEOMA OLILO

@philippelazaro



**AN EDUCATOR IN A  
SYSTEM OF  
OPPRESSION IS EITHER  
A REVOLUTIONARY OR  
AN OPPRESSOR.**

LERONE BENNETT, JR

@deanna\_jenai

RECEIVE  
REFLECT  
RESOLVE

@PRIV10PROG



**WHAT RESTORATIVE  
JUSTICE ASKS:**

1. What happened?
2. Who was harmed? How?
3. What is needed to repair the harm?

@zoeboekbinder



**Blair Amadeus Imani**  
@BlairImani

If Black children are "old enough" to experience racism then white children are "old enough" to learn about it.

## PPS EQUITY WORK BACKGROUND

- “The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.”

# WHAT IS RACE AND WHAT IS ETHNICITY?

Race: Native American or Alaskan Native, Black or African American, Asian, White, Native Hawaiian or Pacific Islander.

Ethnicity: Where a person's culture, language, or heritage comes from. Ex: Latinx/Hispanic, Italian, Jewish (heritage), or Japanese.

## HISTORICALLY UNDERSERVED STUDENTS

- “Students whom systems have placed at risk because of their race, ethnicity, English language proficiency, socioeconomic status, gender, sexual orientation, differently abled, and geographic location. Many students are not served well in our education system because of the conscious and unconscious bias, stereotyping, and racism that is embedded within our current inequitable education system.”

“

## WORDS KIDS LOVE TO HEAR

- 1 I love having you in my class.
- 2 It was hard for me, too.
- 3 You got this!
- 4 I believe in you.
- 5 Wow, you have worked so hard at...
- 6 Oops, I made a mistake.
- 7 Need to talk?
- 8 You matter.

@edutopia



@dopeblackart

**BLACK JOY**

**BLACK VISUAL ARTISTS**

**BLACK TRAVELERS**

**CULTURE + COMMENTARY**

**VISIONS OF BLACK EXCELLENCE IN POPULAR FICTION**

**BLACK LOVE**

**CHILDREN OF BLOOD AND BONE**

**THE MIDDLE**

**AMERICAN MATHS**

**MOONLIGHT**

**BACK LOVE**

**BLACK MEN MEN SMILE**

**PROP** @propblack

**PHILIPPE LAZARO** @philippelazaro





# PACIFIC EDUCATIONAL GROUP

## Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

## Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

**Courageous Conversation** is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

# 4 R'S OF EQUITY IN PPS

<p><b>Moral Soul</b></p> <p>Inclusion: Respect and Connectedness</p> <p><b><u>R</u>elationships</b></p>	<p>Attitude: Choice and Personal Relevance</p> <p><b><u>R</u>elevance</b></p>
<p><b>Heart Emotional</b></p> <p>Competence: Authenticity and Effectiveness</p> <p><b><u>R</u>ealness</b></p>	<p>Meaning: Challenge and Engagement</p> <p><b><u>R</u>igor</b></p> <p><b>Hands and Feet Acting</b></p>

# LEARNING OBJECTIVES AND SUCCESS CRITERIA



- I can use the technology resources from this training to help guide my work as a distance teacher.
- I will do this by using, Jamboard, Flipgrid, Seesaw, Book Creator, Epic, myOn, and/or Google Drive.
- I can gather ideas about what it means to be anti racist and support my students in their anti racist work.
- I will do this by examining my own biases, my impact over my intentions, and lead by example as an anti racist educator.

“

If how to be quiet  
and still is  
all kids have learned from us,  
then we have failed  
them in the worst way.

There is not  
a single challenge  
in life that can be  
overcome by this kind  
of passive inaction.

CORNELIUS MINOR

@corneliusminor



Jenn's Pen  
@jenniuneone

Teach your children early what you  
learned late...

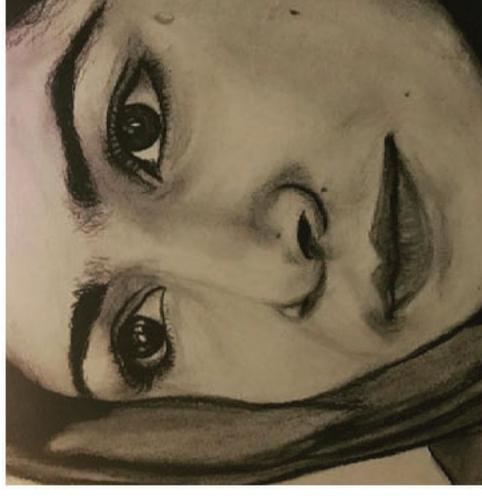
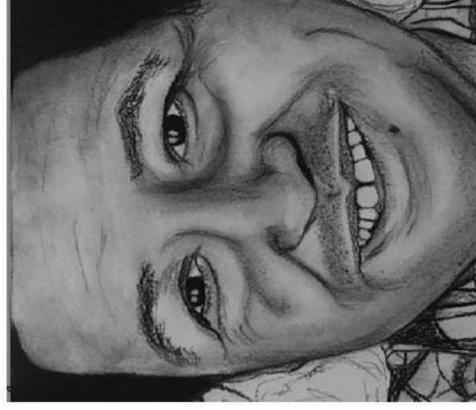
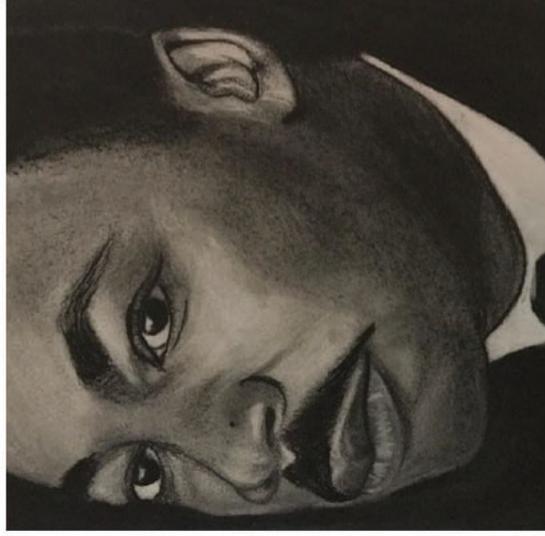
@theconsciousskidd

INSTRUCTIONAL MATERIALS ARE  
ALMOST NEVER ANTI-RACIST;  
MOST ARE QUITE THE OPPOSITE

PADLET

# JUSTICE FIGHTERS UNIT - PORTLAND PUBLIC SCHOOLS

Shout out to Teachers, Teacher Mentors, and TOSAs at Rigler for creating this Justice Fighters Unit for First Grade, available in both English and Spanish.



WHAT DOES THE JUSTICE FIGHTERS UNIT LOOK LIKE?

Justice Fighters Unit

# SCRIPT FOR TALKING TO YOUR JUSTICE FIGHTERS MID UNIT OR AFTER THE UNIT:

[How to talk about Justice Fighters Script](#)

[Justice Fighters Script 2](#)

[How to talk about Race and Justice Fighters video](#)

# SOME LINKS TO SEESAW ACTIVITIES TO SUPPORT JUSTICE FIGHTERS, ANTI-RACISM, AND CULTURAL RESPONSIVENESS

[What is Racism? Seesaw Activity](#)

[What is Race?](#)

[Storyline OnLine- Trombone Shorty](#)

[Something Happened in Our Town - A Video and Feelings Conversation](#)

[Black Author Study- Eloise Greenfield](#)

# EPIC! AND MYON DIGITAL LIBRARIES FOR SOCIAL JUSTICE AND BLACK LIVES MATTER

- [Epic Social Justice Library Created by a Teacher from Vancouver Public Schools](#)
- myOn social justice digital library/project  
Libraries in myOn Cloud projects
  - Maplewood's Civil Rights, Social Justice, Black History Month Reading Challenge

## PPS UNIT FOR ANTI-RACISM/CULTURAL RELEVANCE

- VANPORT UNIT- 3RD GRADE QTEL (QUALITY TEACHING FOR ENGLISH LEARNERS)

# MORE RESOURCES FOR YOU TO CHECK OUT

[Kinder Anti-Racist Plan- The Black Apple](#)

[Sistas in STEM YouTube Channel](#)

[Identity and Community- Facing History](#)

[Teaching Tolerance Social Justice Standards](#)

[Justice Choir- Music Teachers](#)

[Center for Geography Education in Oregon](#)

[Decolonize Music Ed](#)

[Addressing Racial Injustice with Young Children](#)

# INTERESTING ARTICLES, SLIDES, AND BOOKS

## Articles:

[If You Really Want to Make a Difference in Black Lives, Change How You Teach White Kids](#)

[Disproportionality in student discipline: Connecting policy to research](#)

[New Yorker Article- Girl](#)

## Slides:

[Culturally and Linguistically Sustaining Instruction Through My Name, My Identity](#)

## Books

[Tell Me Who You Are](#)

[Teaching Critically About Lewis and Clark](#)

# WORKSHOPS AND MORE!

[Northwest Conference on Teaching For Social Justice](#)

[Oregon Writing Project-](#)

[Building an Anti-Racist Curriculum A Class for White Educators](#)

(Let's talk about how problematic it is that I couldn't find one for BIPOC, Educators of Color, Black educators)

-Writing Anti Racist Curriculum Camp

[Anti-Racist, Equity, and Inclusion Resources](#)

# Black Joy



EXTENDING  
UNDERSTANDING







dk\_fin



# 9 TIPS FOR TEACHING ONLINE

**DO NOT MAKE STUDENTS TURN ON THEIR CAMERA**

YOU DON'T KNOW WHAT'S GOING ON. THERE MIGHT BE A REASON WHY THEY WANT/NEED IT OFF.



**DO NOT COMMENT ON STUDENT SURROUNDINGS**

YOU DON'T KNOW WHAT THEIR "NORMAL" LOOKS LIKE. FOCUS ON THE CONTENT OF THE INTERACTION, NOT THE ENVIRONMENT.

**CREATE PERMANENT BREAKOUT GROUPS**



IF YOU CREATE SMALL GROUPS - KEEP THEM TOGETHER. GIVE KIDS TIME TO MAKE CONNECTIONS AND LEARN FROM EACH OTHER.

**DO NOT LECTURE / MINI-LESSON FOR MORE THAN 20 MINUTES**

STUDENTS ARE GOING TO "CHECK OUT" AFTER TOO LONG. USE THOSE BREAKOUT GROUPS TO BREAK UP INSTRUCTION AND GIVE THEM TIME TO REFLECT.



**LET STUDENTS KNOW WHAT THE END GOAL OF THE EACH SESSION IS**

THIS HELPS THEM FOCUS AND GUIDES THEIR ATTENTION. THIS HELPS THEM KNOW WHAT THEY ARE BEING ASKED TO DO AND WHAT THEY NEED TO PAY ATTENTION TO. REMEMBER, THEY ARE AT HOME W/ DISTRACTIONS.



**USE THE CHAT**

THIS CAN BE USED FOR MORE THAN QUESTIONS AND ANSWERS. STUDENTS CAN ALSO SHARE WORK, INFORMATION, ETC.

**USE THE MUTE ALL FEATURE (IF POSSIBLE)**

NO NEED TO CALL ANYONE OUT. JUST USE YOUR CONTROL AS THE LEADER TO REMEDY THE SITUATION.



**POLLS AND FORMS ARE GREAT**

THESE CAN BE USED TO TAKE ATTENDANCE AND/OR QUICKLY CHECK FOR UNDERSTANDING.



**PUT YOURSELF IN THE SHOES OF YOUR STUDENTS**

THINK ABOUT THEIR NEEDS AND THEIR SITUATIONS. TAILOR YOUR TEACHING AND EXPECTATIONS ACCORDINGLY.



BASED ON THE IDEAS OF DAWN KASAL FINLEY @KASAL\_FINLEY

SEAN JUNKINS

ANTI RACIST TEACHING FACEBOOK GROUP

CULTURALLY CONSCIOUS ACTION  
EDUCATORS FACEBOOK GROUP

SOCIAL JUSTICE MUSIC EDUCATORS  
FACEBOOK GROUP

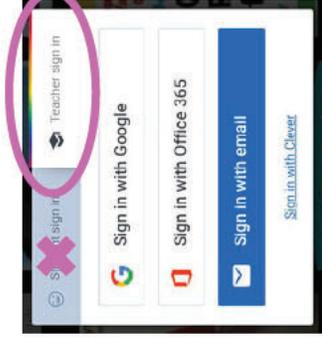
# ANTI-RACISM / CULTURALLY RESPONSIVE TEACHING GOOGLE DRIVE FOLDER!

[Anti-Racism/Culturally Responsive Folder](#)

# CLOSING ACTIVITY

Head to [Book Creator](#)

1. From the teacher tab, Sign in with Google



Scroll past any libraries you have to the 'Shared with Me' area

1. Click 'Join a Library'



2. Enter this code: 697JZ9Z

3. Create a book to show what you plan to do this fall to advance anti-racism in your teaching practice. Feel free to use the [image folder](#) or add your own images that are meaningful to you.

# DID WE MEET OUR LEARNING OBJECTIVES AND SUCCESS



## CRITERIA?

- I can use the technology resources from this training to help guide my work as a distance teacher.
- I will do this by using, Jamboard, Padlet, Seesaw, Book Creator, Epic, myOn, and/or Google Drive.
- I can gather ideas about what it means to be anti racist and support my students in their anti racist work.
- I will do this by examining my own biases, my impact over my intentions, and lead by example as an anti racist educator.

Today I forgive myself  
for not knowing better  
until I knew better.  
- BFT

@blackfemaletherapists

**NO MATTER HOW OPEN-MINDED,  
SOCIALY CONSCIOUS, ANTI-RACIST  
I THINK I AM, I STILL HAVE OLD,  
LEARNED HIDDEN BIASES THAT  
I NEED TO EXAMINE.**

**IT IS MY RESPONSIBILITY  
TO CHECK MYSELF DAILY FOR MY  
STEREOTYPES, PREJUDICE AND,  
ULTIMATELY, DISCRIMINATION.**

© CARTOON  
CALLED LIFE

@kray\_phd

**Lincoln High School**  
**Critical Race Studies 3/4**  
**Semester 1 & 2**  
**1 Credit**

**Contact Information**

Ms. Mallare-Best

Email: [REDACTED]

**Course Overview:**

*"I am no longer accepting things I cannot change, I am changing things I cannot accept."* \* Dr. Angela Davis

WELCOME TO CRITICAL RACE STUDIES 3/4! The impacts of race and racism are something that we all experience; however, much of it is meant to remain invisible. Because of this, it is our job to bring it into the light and not only see it, but understand it and work to change it. This course will build off of the foundational knowledge that was learned in CRS1/Hip Hop Cultural Exploration and is designed to move into a place of action. It is a place where we will continue to learn about ourselves, ask questions, and work together to find answers. You have chosen this course because you want to do your part in dismantling white supremacy, and although we cannot do this overnight, together we can continue to interrupt it and demand for just and equitable communities.

**Outline of Course Themes**

*"I love America more than any other country in this world, and, for this reason I insist on the right to criticize her perpetually."* \* James Baldwin

Throughout this course, students will be focusing on ways to actively engage in the process of self-discovery, continue building their historical knowledge, and tackling the difficult and urgent conversation around race. This course will focus on an overarching theme of Critical Race Theory and where the 3 expressions of racism (Personal, Institutional, and Cultural) show up in each tenant.

**Topics to be covered are:**

- Critical Race Theory Tenets:
  1. **Critique of Liberalism**
    - a. Historical Timeline
    - b. White Fragility
  2. **Counter Storytelling**
    - a. Intersectionality
    - b. Positive racial movements
  3. **Whiteness as Property**
    - a. Gentrification
    - b. History of redlining in Portland
  4. **Interest Convergence**
    - a. Psychology of Racism/Cognitive Dissonance
    - b. Intersectionality
  5. **The Permanence of Racism**
    - a. Trayvon Martin
    - b. Kevin Powell Article
- Being an Activist
  - Race talks
  - How to talk about/interrupt racism
  - Collective organizing and participation in BLM in Schools Week of Action

## Instructional Materials and Assignments

There is an expectation that ALL readings must be attempted and completed for class discussions by the day they are due. Students in Critical Race Studies can expect to have some sort of reading or writing activity throughout the course of the week. Also, we will be reading a lot of difficult material that will require you be fully engaged in all homework in order to be successful.

### **All students will need:**

- A Spiral Notebook
- Daily Planner
- A spot in their 3 ring binder for CRS

## Grading Policy

Grades are NOT always the most thrilling things to discuss, but trust me, it is better to keep track of your grade instead of being unpleasantly surprised later. That being said, here's the breakdown:

30% Unit Assessment

45% Participation

20% Classwork/Homework

5% Community Involvement

TOTAL = 100%

Students will be graded using the PPS A-F scale (with D). **There will be NO ZEROS!** Instead, if you are missing an assignment you will be given a **40%** with the word, "missing" in the comment box in Synergy.

## Classroom/Online Expectations and Behavior:

\* Students are expected to follow the rules of LHS while in MWH. In addition to the basic rules of the school, I have a few of my own. There are only **3 BIG** rules that must be followed at ALL times in this class:

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- **Online specific:** This is increasingly challenging online, especially with all of the distractions that are presented to you. Please be in integrity with this one.

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A successful Critical Race Studies student:

- Participates fully EVERYDAY
- Comes to class ON TIME and ready to learn
- Is open to hearing the point of views of others while still advocating for theirs
- Helps build a community of learners in the classroom
- Is not afraid to make mistakes
- Tries their best

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- Please take a break if you are needing a break :)

**Acknowledgement**

I, \_\_\_\_\_, have read and understood this syllabus and agree to do my best to meet the expectations of my teacher.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent/Guardian,

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Sincerely,  
Jessica Mallare-Best

- I feel comfortable allowing my child to watch clips, or listen to music, that may be graphic in content with the understanding that it is to further their educational understanding of the topic of study.
  
- I feel uncomfortable allowing my child to watch clips, or listen to music, that may be graphic in content with the understanding that they will receive supplementary materials to further their educational understanding of the topic of study.

***Name(s) of Parent(s)/Guardian(s)***

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***Signature(s)***

---

**Best way to contact parents/guardians:**

Phone:

Email:

Other:

Comments/Questions:

**Lincoln High School  
Critical Race Studies  
Semester 1  
.5 Credits**

**Contact Information**

Ms. Mallare-Best (she/her/hers)

Email: [REDACTED]

**Course Overview:**

*“Not everything that is faced can be changed, but nothing can be changed until it is faced.”*

\* James Baldwin

WELCOME TO CRITICAL RACE STUDIES! Although race itself may be an illusion, the constructs which were created because of it are very real. Race is something that impacts all of our lives, and is deeply entrenched in not only the history of the United States, but also its present and future. It is because of this, that it is essential to understand how race, and institutionalized racism, may predetermine our path, in order to seek to actively change it. The idea of race has often led many people to lose their own identities and culture in order to assimilate into the dominant culture. This course will focus on ways for students to begin to understand their own racial history, culture, and identity, in order to begin to develop a high sense of self. This course is also designed to tackle the difficult, yet necessary, conversation about race and how it impacts us individually, within our community, and within the United States.

**Outline of Course Themes**

*“We are at a crucial crossroad in the history of this nation--and we either hang together by combating these forces that divide and degrade us or we hang separately. Do we have the intelligence, humor, imagination, courage, tolerance, love, respect, and will to meet the challenge? Time will tell. None of us alone can save the nation or world. But each of us can make a positive difference if we commit ourselves to do so.”*

\* Dr. Cornel West, *Race Matters*

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**Topics to be covered are:**

- Racial Identity
  - Understanding how we identify
  - Developing a racial autobiography
- CRT (Critical Race Theory)
- Understanding Race
  - White Supremacy and Racism/Colorism
  - Definitions of race, culture, ethnicity, and nationality
  - Stereotypes and their effects: making, meeting, and overcoming
- The Power of Schemas
- The History of Race in the United States
- Institutionalized Racism
  - Race in education, the judicial system, and poverty
  - Racial laws and profiling
- Racial empowerment the Racial Identity Model

**Instructional Materials and Assignments**

There is an expectation that ALL readings must be attempted and completed for class discussions by the day they are due. Students in Critical Race Studies can expect to have some sort of reading or writing activity

throughout the course of the week. Also, we will be reading a lot of difficult material that will require you be fully engaged in all homework in order to be successful.

**All students will need:**

- A Spiral Notebook
- Daily Planner
- A spot in their 3 ring binder for CRS

**Grading Policy**

Grades are NOT always the most thrilling things to discuss, but trust me, it is better to keep track of your grade instead of being unpleasantly surprised later. That being said, here's the breakdown:

30% Unit Assessment  
45% Participation  
20% Classwork/Homework  
5% Community Involvement  
TOTAL = 100%

Students will be graded using the PPS A-F scale (with D). **There will be NO ZEROS!** Instead, if you are missing an assignment you will be given a **40%** with the word, "missing" in the comment box in Synergy.

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**Best way to contact parents/guardians:**

Phone: \_\_\_\_\_

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Other: \_\_\_\_\_

Comments/Questions:



# **Portland Public Schools**

Leading with

# **Racial Equity & a bold commitment to Social Justice**

## **Our Collective Plan & Framework**

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.



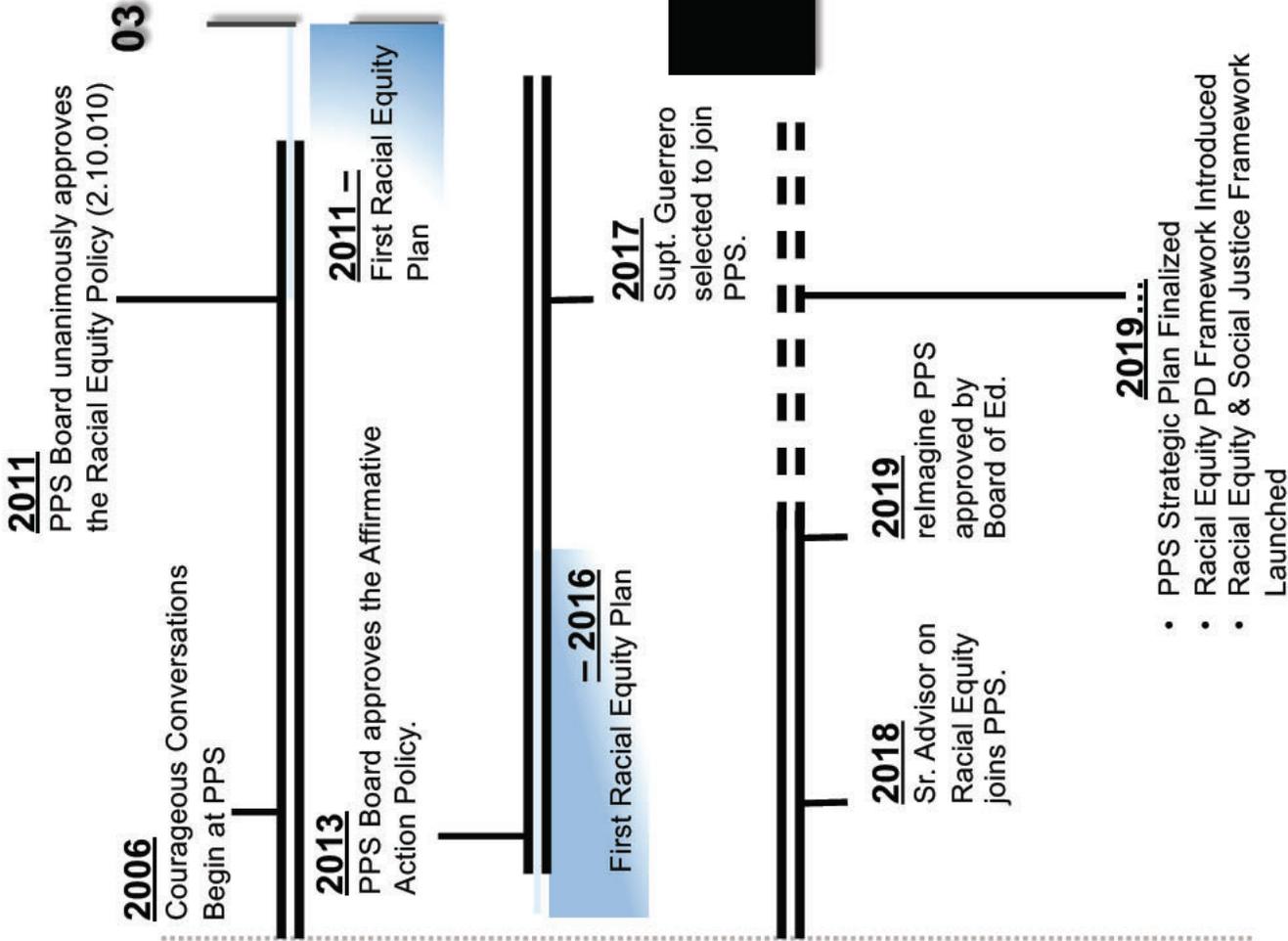
# History and Timeline



In 2011, Portland Public Schools launched a Racial Educational Equity Policy and Five Year Plan to change its practices to eliminate the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories. The five year plan sunset in 2016 and today PPS has the opportunity to continue this important work.

The RESJ framework and plan intends to build on the successes of the initial Equity plan while also critically examining opportunities to increase the effectiveness of Racial Equity and Social Justice practices through organizational change and system wide coordination. We intend to braid high leverage racial equity and social justice strategies into all aspects of our instructional core.

In the fall of 2018, PPS hired a district wide senior advisor responsible for the planning process and development of a framework that would integrate RESJ throughout all of PPS.





## Planning Goals

- 1 Evolve PPS' RESJ practices into a comprehensive, defined framework with clear system-wide actions and measurable impact that ensure improved outcomes for every student.
- 2 Refine PPS' decision support tool (Equity Lens) and corresponding protocols that lead to measurable positive impacts for students.
- 3 Update the PPS RESJ Policy to reflect our newly defined framework.
- 4 Identify staffing and investment strategies to accomplish PPS RESJ framework.
- 5 Coordinate and align PPS RESJ framework with the PPS Vision (PPS reimagined) and subsequent multi-year Strategic Plan.

## Planning Approach

- 1 Employ the collective wisdom, expertise and experience of the PPS community to inform the direction, update and development of the RESJ Plan.
- 2 Identify diverse voices from across departments, school sites and the broader community to participate in temporary teams that will develop a comprehensive and inclusive review of existing RESJ practices and support the development of the RESJ framework and subsequent strategies, goals and plan.
- 3 Coordinate, facilitate and surface existing and new innovations, strategies and plans through a continuous improvement cycle with impacted communities.
- 4 Focus on bold results in our system wide RESJ practices that lead to improved outcomes for every student.

## Stages of Organizational Change at Portland Public Schools

To improve outcomes for every student, a comprehensive set of strategies will need to be implemented across the organization. System change at this level requires an understanding and current assessment of where all parts of the organization are in the change management process.

Our plan endeavors to examine all stages along the continuum of organizational change to assess strengths and opportunities for RESJ.



We are individuals throughout the organization that are self aware of our racial identity and how that socially constructed identity has a profound significance and shapes all aspects of our lives.

We proactively take personal responsibility to learn, grow and adapt in order to support the implementation of anti-racist practices.

We are individuals aware of the potential impact of RESJ to drive meaningful change and increase student outcomes and student success.

We are responsible for building a culture that proactively works to counteract inequities inside and outside of the organization. As such, we act with urgency to grow as adaptive leaders to better impact behaviors, mindsets, practices, programs and processes of the organization.

We champion programs and initiatives that are culturally responsive and make explicit ties to RESJ practices in order to increase student outcomes and student success.

Lastly, we hold a culture in which students, families and communities are valued as leaders and assets to our collective work.

We are a school system that unapologetically embrace and braid RESJ practices and principles into the fabric of our dynamic system.

As participants and constructionist of our system, we uphold that every decision-making, investment, continuous improvement effort and policies reflect the values and principles of RESJ.

How we conduct research, use and manipulate data must incorporate and bring forward RESJ values and principles as well.





## Commitment, Governance & Leadership

Relevant literature tells us organizations that effectively lead with and integrate racial equity and social justice are better positioned to make and sustain transformational change leading to increased outcomes which strengthen the culture and performance of the organization. Leadership influence supported by cohesive governance structures to ensure the commitment to racial equity also bolster's a system's ability to increase equitable organizations and systems.

Since his arrival at PPS in October 2017, Superintendent Guerrero focused on ensuring that racial equity and social justice are foundational values as well as the driving motivation to improve PPS. His steadfast commitment to ensuring the success of every PPS student led him to structure the district to maximize opportunities to realize our shared aspirations for racial equity and social justice.

- The Superintendent assembled a leadership team with a deep commitment to and experience in operationalizing racial equity in education. The Superintendent's Leadership team is comprised of nearly 50% leaders of color.
- The Superintendent has reorganized the central office to support an environment in which to support transformation. He hired a Senior Advisor for Racial Equity and Social Justice to lead planning and implementation of the integration of district strategies, practices and policies with measurable results to improve outcomes for students of color. He also established a new Office of Strategic Partnerships and Engagement to support deeper engagement with communities of color and to support student led initiatives.
- In the fall of 2018, the district launched a visioning process which engaged over 16,000 responses to articulate our "north star" to inspire collective action, guide strategies and drive our future growth. In June 2019, the Board adopted Portland Public Schools reImagined which includes a Graduate Portrait, Educator Essential and Educational System Shifts. Throughout the vision, tenets of racial equity and social justice are braided throughout all elements of the vision areas. Racial Equity and Social Justice is specifically called out in our core values, the Graduate Portrait: Transformative Racial Equity Leaders, the Educator Essentials: Racial Equity and Social Justice Centered, and System Shifts: Racial Equity Aligned Systems and Structures.
- PPS is currently aligning its strategies to support board goals that align with the vision in a Strategic Plan that will be adopted in 2019. The Racial Equity and Social Justice Work Plan will inform and be informed by the strategic plan.



## RESJ Policies & Implementation Practice

Policies addressing racial equity ensure that organizations sustain progress through leadership changes while also providing a transparent vehicle for accountability.

In January of 2019, PPS adopted an updated RESJ Lens and corresponding protocols. The updated lens builds upon work done during the 5-year Racial Equity Plan, by connecting the application to the lens with specific high leverage scenarios for every department at PPS.

The information and answers from the lens will be utilized in the following ways in 2019:

### What do we do with the information and data from the RESJ Lens?

- By December 2018, the RESJ Lens will be finalized. Departments will utilize the fillable form version of the RESJ Lens available.
- Completed RESJ Lens documents will be completed and saved to the RESJ Lens 2018 Folder.
- The Superintendent's Senior Leadership Team (SLT) will review completed forms quarterly beginning in April 2019.
- SLT will collaborate with departments and present an annual report/synthesis of RESJ Lens themes. The report will also include process and use improvement recommendations for the tool.
- In December 2019, SLT will update the PPS RESJ Lens Protocols.



## PPS Organizational Climate, Culture & Communications

To continue to build a culture that supports continuous learning, professional development and leadership in racial equity and social justice, knowledge acquisition must be accompanied by practical application opportunities.

In spring of 2019, in coordination with the Office of Teaching and Learning, PPS developed a RESJ Professional Development Framework which describes both the knowledge needed and application desired for all PPS employees. This set of competencies will provide the basis for future training, coaching and development in racial equity at PPS.

In the fall of 2019, PPS will engage with the Center for Equity and Inclusion to pilot training cohorts to increase our collective knowledge in the identity and culturally responsive organization and practices domains.

<b>RESJ Professional Development Framework</b> Organizational Levels of Application					
Knowledge Taxonomy  6. Creating 5. Evaluating 4. Analyzing	<table border="1"> <tr> <td> <b>System Integration</b>                              Implementing Strategies for Student Success                               Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes                         </td> <td> <b>System Refinement</b>                              Problems of Practice                               The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)                         </td> </tr> <tr> <td> <b>Individual Information Acquisition</b>                              Identity                               New learning and comprehension of identity issues relating to RESJ.                         </td> <td> <b>Individual and Team Application and Coherence</b>                              Culturally Responsive Organization &amp; Practices                               Shared understanding and analysis of opportunities for application.                         </td> </tr> </table>	<b>System Integration</b> Implementing Strategies for Student Success  Coherent strategies applied at all levels of the organization so that the organization is culturally responsive and explicit connections to RESJ practices are implemented successfully to improve student outcomes	<b>System Refinement</b> Problems of Practice  The system regularly refines and updates information, knowledge, analysis and strategies through continuous improvement efforts and collaboration to improve student outcomes)	<b>Individual Information Acquisition</b> Identity  New learning and comprehension of identity issues relating to RESJ.	<b>Individual and Team Application and Coherence</b> Culturally Responsive Organization & Practices  Shared understanding and analysis of opportunities for application.
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## RESJ Partnerships

PPS has partnered with culturally specific organizations for nearly a decade to support students, families and staff to increase student outcomes. Relevant literature asserts that culturally specific services provide better outcomes for students of color. The ability to partner with these key organizations is a critical component to the success of our students and transformation of PPS.

- PPS has maintained and strengthened strategic partnerships with culturally specific organizations who partner with PPS to support student success, parent and family engagement, high school graduation and extended day programs.
- The Senior Advisor for RESJ has launched a contract review process to continue to develop aligned and coherent ways to partner with organizations and ensure we invest in high leverage, high impact strategies to support student success. This contract review will include both programmatic and administrative considerations including impact of programming, relationship development, community and family engagement, services and educational alignment, efficient contract development processing and management, process transparency and data collection, reporting and evaluation.



## Student, Family and Community Voice and Influence

PPS aspires to provide concrete strategies to enable student and community voice and to ensure these perspectives influence improvements at all levels of the organization. Relevant literature points to the importance of authentic community and stakeholder involvement as critical to the ability of an organization to demonstrate cultural responsiveness and that organizations that give consumer voice an impactful role accelerate their progress in becoming culturally responsive.

- Over the last 10 months, a shared vision was co-developed by our Guiding Coalition--a group of approximately 90 people from across Portland, representing diverse communities and viewpoints. This group of stakeholders represented the true diversity of our community--language, socioeconomic status, geographical location, race, gender. Moreover, we hosted over 35 city-wide and targeted community meetings, doubling down on our effort to hear the perspectives of our large, but historically silences communities, communities of color. This included meeting communities in safe spaces where their voices could be amplified in our process. This level of engagement will set the tone for being increasingly targeted and intentional with galvanizing the power and wisdom of our communities of color.
- In the summer of 2019 PPS hired a Director of Community Engagement who will oversee the district's implementation of strategies to effectively engage families and communities who historically have not had the same opportunities to participate in policy and administrative decisions.



# RESJ Plan: The Process

Beginning in January 2019, four temporary teams met to surface bright spots, provide analysis and recommendations for the RESJ Plan.

Nearly 100 staff members from various school sites and departments participated in the three month planning process.

## Temporary RESJ Teams



### Teaching and Learning

Examined all aspects of instruction, support and student learning.



### Student Initiatives

Examined all student led initiatives, conferences, leadership programs, mentoring and clubs to support student success.



### Community Partnerships

Examined all of the culturally specific and culturally responsive networks of organizations and community groups that support student learning and success.



### Talent Diversity

Examined all of the professional development, retention and recruitment efforts aimed at diversifying and strengthening the PPS workforce.



These teams were responsible for the development and vetting of a comprehensive catalog of promising RESJ practices, an analysis of high leverage opportunities that would inform the RESJ framework and policy updates.

The framework includes goals organized by four areas: Teaching and Learning, Student Initiatives, Community Partnerships, and Talent Diversity. A detailed work plan will be developed to support these goals by department after the completion of the district Vision and Strategic Plan.

To support the development, progress monitoring and accountability of the RESJ work plan, a district wide RESJ Advisory Team comprising of representation of all PPS departments will be established.

# Goals: Teaching and Learning



## Curriculum

Implement GVC across all content areas, ensuring equitable access and opportunity for all PPS Students by implementing a comprehensive, rigorous, and culturally responsive and sustaining core instructional program and integrating culturally and linguistically sustaining teaching practices.

Successfully implement Oregon K-12 Ethnic Studies Standards.

Ensure completion of PPS Board mandate for ethnic studies electives at every high school.

Apply PPS RESJ lens to all new curriculum adoptions and instructional materials.



## Instruction

Identify, adopt, support and implement culturally responsive instructional practices.

Eliminate disparities in HS Graduation rates.

Increase representation of students of color in TAG.

Decrease over representation of students of color in Special Education



## Student Support

Implement culturally responsive MTSS

Implement and support Restorative Justice practices throughout PPS

Provide a comprehensive, culturally responsive and systematic continuum of supports

Apply our racial equity and social justice lens in responding to diverse needs of students through PLCs and SIT team processes

Use data analysis and data-driven decision making to inform academic, social emotional and behavioral supports

# Goals: Student-led Initiatives



## Student Identity Development and Affirmation

Increase opportunities for students to develop a positive social identity and develop language and historical and cultural knowledge that affirms and accurately describes their multifaceted identity.

Increase experiences outside of the classroom for students to express pride, confidence and healthy self-esteem without denying the value and dignity of others, recognizing that people's multiple identities interact and create unique and complete individuals, all while being able to negotiate their own personal identity in multiple spaces.



## Student Leadership

Increase the active participation of students of color in leadership opportunities (i.e. student government, clubs/affinity spaces, site council) across each PPS middle and high school campus.

Establish district-wide alignment and equitable representation in support of affinity groups based on race and ethnic representation (i.e. MECha, Black Student Unions, Native American Student Unions, etc.)

Facilitate intentional and intersectional group gatherings (i.e. student summits/conferences) that increase leadership and professional skills of all students, and in particular students of color.



## Student Voice

Center student voice in the district decisions on making processes so that they (1) have ample opportunity to discuss how they experience school, (2) engage in facilitated discussions where they can express various viewpoints even if they are counter to dominant narratives, (3) have a system for providing feedback to district leaders regarding school issues, suggestions and desires and 4) have multiple means of expressing their perspectives regarding district or school issues.

Increase Increase opportunities for students to identify and work on racial equity issues impacting the educational experiences with district leaders.

Activate diverse students and student improvement efforts and meetings, developing the capacities to address the issues they identify through district leaders.

Ensure historically marginalized youth have ample opportunities to re-engage in their education through leadership and civic engagement.

# Goals: Talent Diversity



## Recruitment and Hiring

- Incorporate RESJ expectations into all job descriptions.
- Increase the demographic diversity of PPS Workforce.
- Increase the numbers of people of color and women in the construction and technical trades through apprenticeship opportunities on District construction contracts and district operations.
- Increase the apprenticeship/intern opportunities for PPS job pathways.



## Retention

- Develop incentive system to increase RESJ capacity of PPS Workforce.
- Increase employee retention for people of color.
- Increase retention of diverse workers in construction pathways through respectful workplace trainings.



## Professional Development and Learning

- Develop RESJ PD scope and sequence to support development for all employees
- Implement mentoring program for new leaders



# Goals: Community Partnerships



## Community Engagement

Develop coherent frameworks that embolden more community participation in relevant and substantive ways, informing district policy and administrative decisions.

Elevate the importance of interdependence among PPS and the broader community, ensuring decisions embody our community's voice.

Create opportunities that build our families' capacity to be informed and actively engaged in their children's education and in school improvement efforts, especially students and families of color.



## Business and Philanthropy

Drive financial, in-kind and human capital resources to district priorities that increase the academic and socio-emotional wellbeing of historically marginalized students and their families.

Forge connections between the broader community and the district to benefit the learning experience of students and families of color.

Leverage data and insights to drive innovation, change and shared value of closing the pervasive achievement and opportunity gap between various social identity markers.



## Partnerships

Increase effectiveness and alignment of PPS investment in education partnership contracts

# Goals: Equitable Business Operations



## Resource Allocation

Develop comprehensive resource allocation framework in alignment with racial equity and social justice

Increase effectiveness and alignment of PPS investments.

Develop and implement a budget tool to assist in making resource allocation decisions, including discretionary budget allocation, investments, contracts, grants, and sponsorships using a racial equity lens

Integrate RESJ into financial sustainability and life-cycle planning.



## Regenerative Org

Develop regenerative operations framework in alignment with racial equity and social justice goals focused on safe facilities, transportation, energy and nutrition.

Sustain and expand strategies that localize food systems, support supplier and agricultural diversity, and eliminate waste in nutrition services and business operations.

Develop prioritization process for projects and facilities for energy reduction and carbon sequestration determined by impact on frontline communities.

Increase safety in transportation options for students of color.

Develop RESJ technology framework that aids in the reduction of paper and decreases other environmental impacts.



## Economic Participation

Provide greater professional, supplier, construction, and personal services procurement opportunities to minority-owned businesses, women-owned businesses, service-disabled veteran-owned businesses, and emerging small businesses.

Develop incentive system to increase the RESJ priority in all bid/competitive processes.

Address barriers in PPS contracting processes that currently prevent COBID-certified firms and community partners from contracting with PPS.

Develop framework to implement community benefit agreements in contracting.

Develop more robust RESJ policies and practices

# RESJ Advisory Team

In the fall of 2019, PPS will institute a district wide RESJ advisory body consisting of all levels of leadership and staffing across all departments.

Membership of the RESJ Advisory Team will consist of at least two members from every school cluster and department across PPS. Members will apply and must have the approval of their supervisor. The final team will be approved by the Superintendent's Leadership Team.

The Executive Sponsor of the RESJ Advisory team is the Superintendent and the RESJ team will be staffed by the Senior Advisor for Racial Equity and Social Justice.

The RESJ Advisory team will meet monthly and report to the Superintendents Leadership Team and the School Board annually.

## RESJ Advisory Goals

Develop into a community of thought leaders on district wide RESJ approaches and practices at PPS who provide leadership support to the organization.



Provide leadership, support and project management of the RESJ Work Plan 2019 – 2022



Provide a venue for meaningful opportunities for feedback and suggestions for district wide RESJ work for all departments at PPS.



Collaborate with the SLT to review RESJ Lens protocols and information and make recommendations based on emerging themes and needs of the district and ensure the success of the RESJ Action Plan.



# Appendix: Definitions and Terms

## Racial Equity

Racial equity is the condition that would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares. When we use the term, we are thinking about racial equity as one part of racial justice, and thus we also include work to address root causes of inequities not just their manifestation. This includes elimination of policies, practices, attitudes and cultural messages that reinforce differential outcomes by race or fail to eliminate them. (*Center for Assessment and Policy Development*)

## Racial Justice

Racial Justice [is defined] as the proactive reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all. (*Catalytic Change: Lessons Learned from the Racial Justice Grantmaking Assessment Report*, Philanthropic Initiative for Racial Equity and Applied Research Center, 2009.)

## Social Justice

Those who strive for social justice believe in the triumph of our shared humanity. Social Justice is a process, not an outcome that calls for both personal reflection and social change to ensure that each of us has the right and the opportunity to thrive in our community regardless of our identities. It calls on us to design and continually perfect our education institutions by challenging the roots of oppression and injustice, empowering all people to exercise self-determination and realize their full potential and building social solidarity and community capacity for collaborative action.

## Targeted Universalism

Targeted Universalism alters the usual approach of universal strategies to achieve universal goals, and instead suggests we use targeted strategies to reach universal goals. (<http://haas.institute.berkeley.edu/targeteduniversalism>)

## Inclusivity

Portland Public Schools strives to be inclusive and cultivate a sense of safety and belonging for every student, family and community. We believe that, experiencing a sense of belonging occurs when the design of societal level arrangements is inclusive to all, being especially sensitive to the most marginalized and multiply disadvantaged. Belonging-related activities encourage positive group and intergroup relations, creating and maintaining conditions of safety, healing, and restoration, creating social trust across group boundaries, and expanding the circle of human concern. Othering of the self, of each other, and of the environment decrease the experience and reality of a sense of belonging.

(Adapted from Powell, John a., and Menendian, Stephen. "The Problem of Othering: Towards Inclusiveness and Belonging." Haas Institute.)

## Intersectionality

The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage; a theoretical approach based on such a premise. (Oxford Dictionary) Intersectionality is a framework for conceptualizing a person, group of people, or social problem as affected by a number of discriminations and disadvantages. It takes into account people's overlapping identities and experiences in order to understand the complexity of prejudices they face.

In other words, intersectional theory asserts that people are often disadvantaged by multiple sources of oppression: their race, class, gender identity, sexual orientation, religion, and other identity markers. Intersectionality recognizes that identity markers (e.g. "female" and "black") do not exist independently of each other, and that each informs the others, often creating a complex convergence of oppression. Understanding intersectionality is essential to combatting the interwoven prejudices people face in their daily lives. (Crenshaw, Kimberly Columbia Law School)

## Appendix: Why Does PPS Lead with Racial Equity?



PPS leads with race, with the recognition that the creation and perpetuation of racial inequities has been baked into education institutions, and that racial inequities across all indicators for education success are deep and pervasive. We have to design our work to have a focus on race because when we lead with race we ensure we are capturing students of color. Defaulting to regular practices without an articulation of racial inequities leaves students of color behind.

Leading with race is grounded in the strategy of Targeted Universalism which is a powerful way to make the transformational changes we need. Changes we need to improve life chances, promote inclusion, and enhance and sustain equitable policies and programs.

“In its name, targeted universalism signals flawed policies that are either targeted policies or universal policies. Targeted universalism addresses the weaknesses and strengths of these two types of policies. In so doing, targeted universalism is conceptually and operationally different—it is not simply an amalgamation of each type.

Neither universal or targeted approaches are able to accomplish swift, lasting, and large scale transformative change. We refer to targeted universalism as equity 2.0 because the framework puts equity into practice while bringing to fruition the full potential of focusing on equity over equality—one of many critical distinctions necessary to respond to the diverse forms of othering that we have to dismantle.” (John a powell, Haas Institute)

We also know that other groups of students are still oppressed, including based on ability, sexual orientation, gender and income. Focusing on racial equity provides the opportunity to introduce a framework, tools and resources that can also be applied to other areas of marginalization. A racial equity framework that is clear about the differences between individual, institutional and structural racism, as well as the history and current reality of inequities, can address other marginalized groups.

It is critical to address all areas of inequity, and an institutional approach is necessary across the board. As other public institutions deepen their ability to eliminate racial inequity, PPS will be better equipped to transform our systems and structures impacting other marginalized groups.





Leading with Racial Equity & a bold commitment to Social Justice.

THE ROOT CAUSE OF EVERY **RIOT**  
IS SOME KIND OF OPPRESSION.

IF YOU WANT TO END THE RIOTS,  
YOU HAVE TO END THE **OPPRESSION.**

IF YOU WANT TO END A RIOT  
WITHOUT ENDING ITS ROOT  
CAUSE, YOUR AGENDA ISN'T  
ABOUT **PEACE & JUSTICE** — IT'S  
ABOUT SILENCING & CONTROL.