



# Racial Equity and Social Justice

## SB 13, HB 2845, SB 664

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### [Board Study Session](#)

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# Agenda

- Overview of HB 2845, SB 664 and SB 13
- Connection to the PPS Vision
- Classroom Connection:
  - **Land Acknowledgment & Mapping Activity** - 10 min
  - **Essential Understandings** - 15 min
  - **Critical Orientations Closing** - 5 min
- Continuous Improvement of Curriculum and PD opportunities
- Conclusion
  - 2020-2021 Next Steps & Investments - 5 min
  - Questions - 5 min





# Overview

## TRIBAL HISTORY / SHARED HISTORY

### Senate Bill 13 CURRICULUM

The law requires instruction to the Tribal approved Essential Understanding across five content areas in grades 4, 8, and 10. Lessons are available from ODE and local tribes.

Grades:  
**4, 8, 10**

Subject Areas:  
ELA, Health/PE, Math, Science,  
and Social Science



## HOLOCAUST AND OTHER GENOCIDES

### Senate Bill 664 LEARNING CONCEPTS

The law identifies nine learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations as well as ODE.

Grades:  
**K-12**

Subject Areas:  
Social Science



## ETHNIC STUDIES AND INCLUSIVE EDUCATION

### House Bill 2845/House Bill 2023 STANDARDS AND MATERIALS

These complimentary laws create standards and ensure instructional materials adequately address the contributions of the full diversity of the people of Oregon.

Grades:  
**K-12**

Subject Areas:  
Social Science

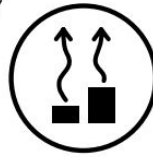




# Connecting to our PPS Vision

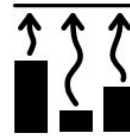
*Educator  
Essentials*

**Racial Equity  
and Social Justice  
Centered**



*Graduate Portrait*

**Transformative  
Racial Equity  
Leaders**



*System Shifts*

**Cultivating System-  
wide Learning and a  
Diverse Workforce**





# Classroom Connection





# Continuous Improvement of Curriculum

- Weaving Indigenous perspectives, voices, authors throughout the curriculum and across all content areas.
- Case study: 9-12 English Language Arts GVC
- Overview of K-12 [lesson](#) in GVC
- 4th Grade Student Resource Development for SB 13

*The sun has its own drum contenting itself with the rose  
heart it takes into continual rumbling. The connection  
of surface and hand. The great head of dark clouds finds  
its own place of unraveled repercussions and disruption,  
elsewhere, over the tall, staunch mountains of indemnity.*

- From "Illumination" (1994) by Elizabeth Woody, Oregon Poet Laureate.





# Continuous Improvement of Curriculum



My Atlas Search Develop Browse Reports

Unit Planner

\* District High School > High > Social Sciences > US History (DC) > Week 6 - Week 9

## The Failure of Reconstruction

What is the purpose of the unit?

Essential Questions

- Did the Emancipation Proclamation free enslaved people or did they free themselves?
- How did those with limited power attempt to change US society?
- Why was it impossible for the US to endure half slave states and half free?
- What impact(s) of the Reconstruction Era are evident in later US History and modern society?

What do we want students to know?

Big Ideas

- Slavery was the primary cause of the Civil War.
- The institution of chattel slavery in the United States, supported the fundamental beliefs in American society about race, whiteness, and white supremacy.
- The Reconstruction Era following the Civil War, failed to offer African Americans and women equal rights, protections, and freedoms that white men were offered.
- The policies and legacies that supported the failed Reconstruction Era have had lasting impacts on the rights, protections, and freedoms offered to BIPOC today.

Priority

PPS: Ethnic Studies

High School

Ethnic Studies

Ethnic Studies

ES.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) Show details

ES.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)

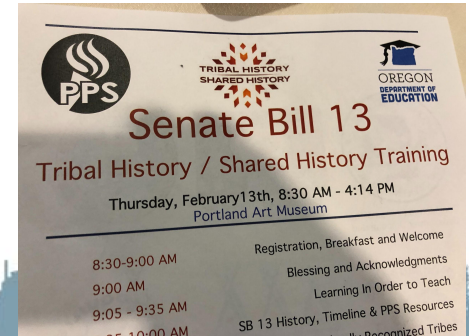
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# Continuous Improvement of PD

- PPS funds 50 educators attendance at OCSS conference, October 2019
- OSP/OTL/OSS admin and school building leaders train during January 2020
- OTL TOSA / Coach/ Learning Specialist Training, January 2020
- PPS hoss full day training at Portland Art Museum for 90 educators, February 2020
- PPS presented SB13 work at Grande Ronde Tribal Ed Summit, June 2020
- *PPS OTL EHs for ODE SB 13 Module Training, Winter / Spring 2021*
- *PPS funds educators attendance at OCSS conference, March 2021*







# 2020-2021 Next-Steps & Investments

- \$600,000 - SIA funds to support K-12 Ethnic Studies/Social Sciences curriculum development and professional learning
  - SB 13 ODE Training (online modules)
  - 3rd and 4th grade students material creation
- \$1,000,000 for 2021/2022 K-12 Ethnic Studies/Social Sciences curriculum adoption & Implementation
- 1.0 TOSA - High School Social Sciences/Literacy Support
- 1.0 Academic Programs Associate - 9 - 12 Ethnic Studies/Social Sciences



# Questions

*Thank you!*

