

Justice-Centered Phenomenon

Critically Examining Phenomena. Below are questions to ask as you brainstorm potential phenomena or connections to the phenomenon in your curriculum. The questions are designed to consider critical aspects of equity, such as identities, power, and politics. Selecting consequential, real-world phenomena is a dance as you consider standards, students' lived experiences, existing curriculum, local resources and expertise, and larger social, cultural, and political elements. We recommend this work be done with colleagues!

1. Nature-Culture Relations & Ecological Caring

- ☐ Does addressing this issue lead to better relations, interconnectedness, and collective thinking? And for whom?
- ☐ How does the issue move beyond "science for progress' sake" narratives?
- ☐ How does the issue sustain or revitalize communities?
- ☐ How does working on the problem support a deeper understanding of place?

2. Culture, Families & Communities as Rightfully Belonging

- ☐ How is the issue relevant and connected to issues of science with societal concerns?
- ☐ Are students positioned to study authentic problems that matter to them or society?
- ☐ Is the issue threatening BIPOC communities' rights and/or cultural ways of knowing?

3. Broadening Languages of Science

- ☐ How is the issue relevant and connected to multiple cultures and languages, both locally and globally?
- ☐ How can the unit provide a counterstory that highlights multiple ways of knowing and explaining science?

4. Power, Histories, & Futures Matter

- ☐ How does addressing this problem require acknowledging systemic oppression and the limits brought about by white supremacy?
- ☐ Is the future well-being of society, ecosystems, and/or marginalized communities a focus?
- ☐ How does addressing this problem require considering resources, power, and physical & ecological well-being?