



Climate Change and Climate Justice Curricular Integration Progress Update

Portland Public Schools

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Knowledge, Empathy, Activism

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.





Knowledge, Empathy, Activism

"We may not have been born there - or maybe we were born there - but we still have connections to there and our city does need to realize their own youth have been affected by this and their own city will be affected by this in the future"
-Kaiya Laguardia-Yonamine



"Indigenous communities are suffering first and worst. As a white person who isn't suffering as much I feel the need and responsibility in my heart to take on some work for them, to do the leg work and put in the work so their homes and their communities aren't destroyed." -Kaiya Young





Knowledge, Empathy, Activism





Knowledge, Empathy, Activism

Native American Youth Leadership at Madison, Grant, and Roosevelt HS

Pacific Islander Youth Leadership at Roosevelt HS

Youth Leadership in Action at World Oregon

Oregon Native American Youth Conference

PPS Indian Education Director and Educators

PPS District Student Council

Science Students and Educators at Marysville MS

Kindergarten Students and Educators at Harrison Park ES

PAALF Portland African-American Leadership Forum

Pacific Climate Warriors

VERDE Hacienda CDC

IRCO Immigrant and Refugee Community Organization

Environmental Justice Students and Educators at Lincoln HS

Minorities Against Climate Change at Franklin HS

Ethnic Studies Students and Educators at Roosevelt HS

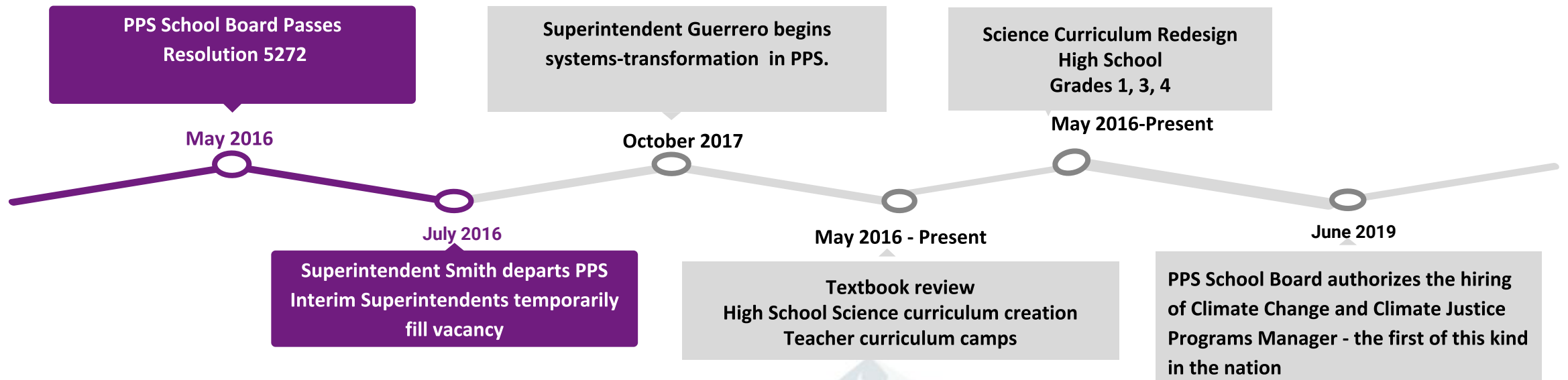
Portland Youth Climate Council

Youth Leadership from Harriet Tubman MS

Youth Leadership from Jason Lee ES

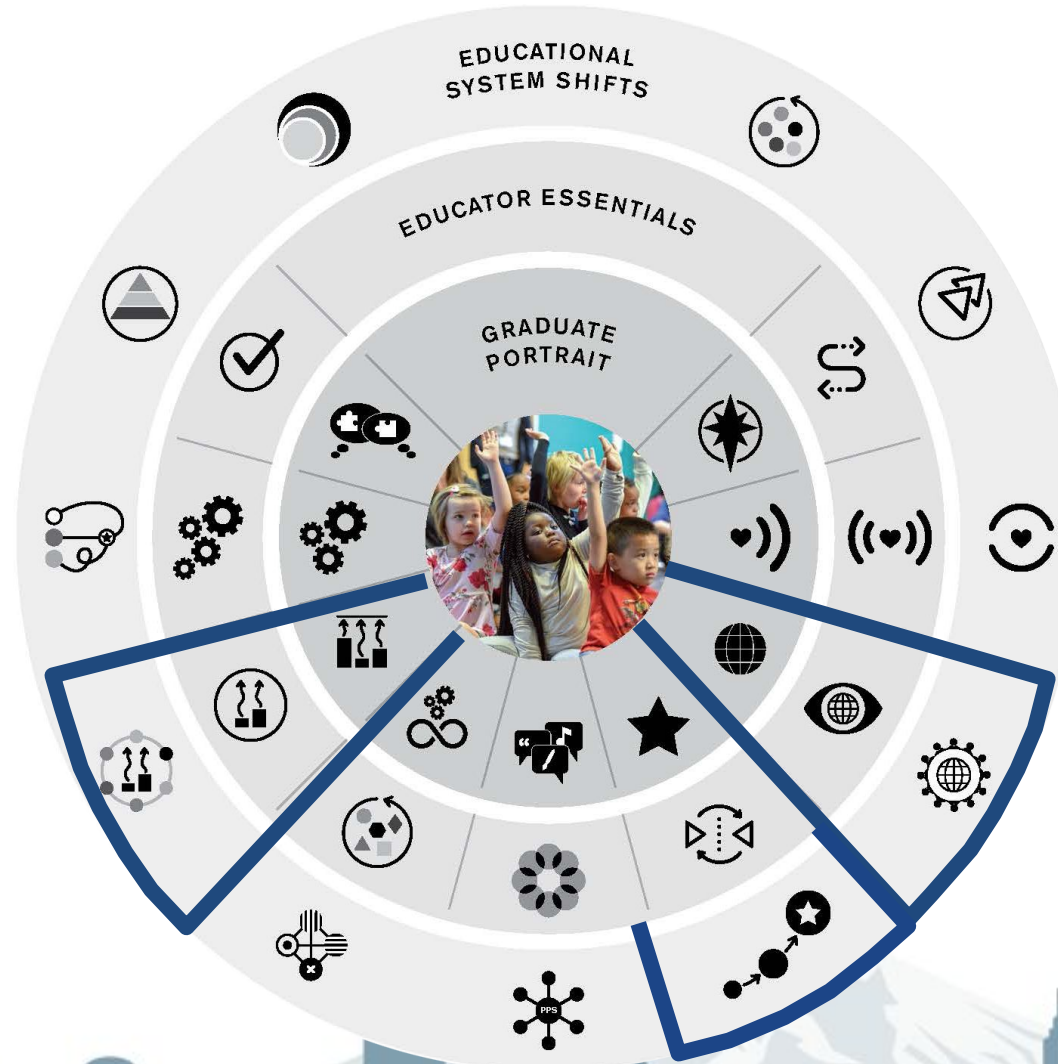


Historical Context





The PPS Vision





Definitions: Frontline Communities

“[Those] that experience ‘first and worst’ the consequences of climate change. These are communities of color and low-income, whose neighborhoods often lack basic infrastructure to support them and who will be increasingly vulnerable as our climate deteriorates.”

-EcoTrust
([Centering Frontline Communities](#))

“People in imminent risk of losing their homelands forever.”

-PPS Pacific Island
and
Frontline Indigenous
Youth

“...Portland Public Schools [commit] itself to drawing on local resources to build climate justice curriculum—especially inviting the participation of people from ‘frontline’ communities, which have been the first and hardest hit by climate change—and people who are here, in part, as climate refugees...”

-[PPS Resolution 5272 Recitals](#)





Definitions: Climate Justice

“The Just Transition framework is a vision-led, unifying and place-based set of principles, processes and practices that build economic and political power to shift from an extractive economy to a regenerative economy.”

[-Climate Justice Alliance](#)

“Justice toward the world and the future generations who didn’t cause climate change.”

-PPS Student

“Climate justice ‘insists on a shift from a discourse on greenhouse gases and melting ice caps into a civil rights movement with the people and communities most vulnerable to climate impacts at its heart,’ said Mary Robinson [former president of Ireland/current Chair of the Elders]...”

[-United Nations Sustainable Development Goals publication](#)



Application of PPS Racial Equity and Social Justice Lens

- Strengthens universal core for *all* students in PPS in alignment to Graduate Vision
- Extensive community engagement prioritizing frontline community members and frontline-serving organizations
- Design process, standards, and embedded professional learning supports racial equity and social justice





Application of PPS Racial Equity and Social Justice Lens (Cont'd)

- Data collection to inform revisions involves both climate survey and academic achievement
- Pause for intentional consideration of authentic youth empowerment and the creation of PPS Climate Justice Youth Advisory





Youth Leadership: Climate Justice Advisory



Student Voice

Center student voice in the districts decision 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 leadership regarding school issues, suggestions and desires and 4) have multiple means of expressing their perspectives regarding district or school issues.

Increase opportunities for students to identify and work on equity issues impacting their educational experiences with District leadership.

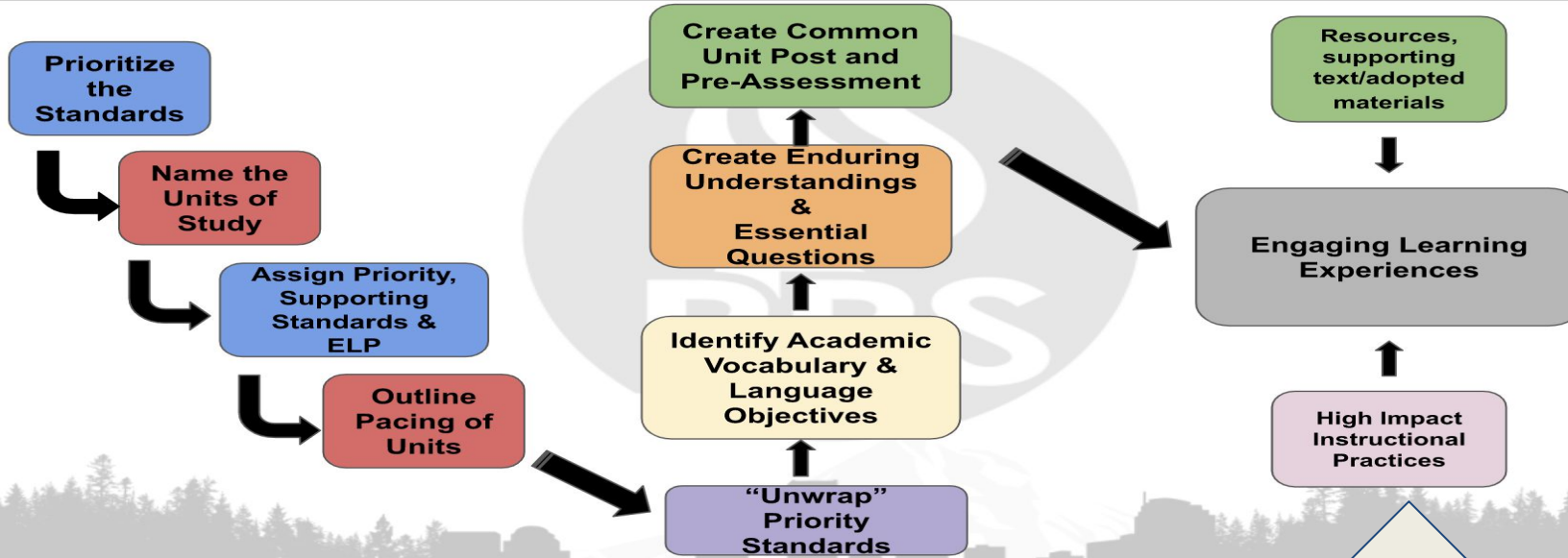
Actively involve students in district improvement efforts and meetings, developing the capacities to address the issues they identify alongside district leadership.

- Collaboration with Office of Community Engagement
- Outreach/Networking events in February
- Connections with youth leadership in the Metro area
- Application process with rubric
- Charter, Expectations, Guidelines





Development & Process of Rigorous Core Curriculum



Adapted from Larry Ainsworth, *Rigorous Curriculum Design, 2010*

Professional learning is embedded in this process. All participants are required to attend an orientation to the RCD process to participate.

Feedback loops are created to continuously inform the process

Core Design Team

- PPS Teachers
- PPS TOSAS

Augmented Design Team

- PPS Teachers
- PPS TOSAS
- PPS Students
- PPS Frontline Community Members

Extended Design Team

- PPS Teachers
- PPS TOSAS
- PPS Students
- PPS Frontline Community Members
- Community Coalitions
- Government Agencies
- Business/Industry Partners



Climate Change and Climate Justice Implementation Plan

	Science	Social Studies	Youth Leadership
K-5	<p>Grades 1, 3, 4 - Already in implementation, review/revise 2021-22</p> <p>Grades K, 2, 5 - Draft Spring/Summer 2020, develop and pilot 2020-21, full implementation 2021-22</p>	Draft, develop, pilot 2020-21, full implementation 2021-22	Create peer mentor opportunities, amplify site-based youth leadership
6-8	<p>Grades 6, 7, 8 - Draft Spring/Summer 2020, develop and pilot 2020-21, full implementation 2021-22</p>	Draft, develop, pilot 2020-21, full implementation 2021-22	Create peer mentor opportunities, amplify site-based youth leadership
9-12	<p>Physics (2017-18), Chemistry (2018-19) Biology (2019-20), - Already in implementation, review/revise 2021-22</p> <p>HS Elective - Draft Summer 2020, develop and pilot 2020-21, full implementation 2021-22</p>	Draft, develop, pilot 2020-21, full implementation 2021-22	<p>Create Climate Justice Advocacy group, convene quarterly meetings, Spring 2020</p> <p>Youth Summit - In progress, through collaboration with wider community</p>



Current Climate Change Units

K - Weather and Climate

1 - Parents and their Offspring

2 - Processes that Shape the Earth

3 - Bee Colony Collapse

4 - Energy

5 - Earth Systems

6 - Weather and Climate

7 - Ecology

8 - Genetics and Evolution

High School Physics

Electricity, Power Production & Climate Science

High School Chemistry

Chemical Reactions & Energy

High School Biology

Matter, Energy, & Climate Change

High School Elective

Bold indicates units that are already in classrooms.



Climate Justice Units to be Developed

- To be developed in conjunction with current planned revisions to the 2018 Oregon State Social Studies Standards
 - SB13 [Tribal History/Shared History](#)
 - 45 detailed lesson plans across content areas (Math, Science, SS, ELA & Health / PE)
 - 2020 Draft Oregon State Ethnic Studies Standards
 - K-12 integration of [Ethnic Studies / RESJ standards](#) incorporated into 2018 OR SS Standards.
 - SB664 - Genocide/Holocaust education





Social Sciences Climate Justice Units to be Developed

K	Diversity	Action-Innovate!		
1st	My Culture & Community	Community & Diversity	Equity In Action	
2nd	Who is a Social Scientist?	What is a map? Our community on a map	Cultures of Our Community	Engaging Our Community
3rd	We are Here Together	Understanding our Local Region	Exploring our Local Region	Taking Action in our Local Region
4th	Coexisting With The Land	Since Time Immemorial and Oregon's Geography	The Colonization of Oregon	Change-Makers! Civics and Government in Oregon
5th	Questioning Dominant Narratives	The Role of Power	The Struggle for Justice	Affecting Change
6th	Foundational Knowledge	Colonization and Consequences	Resistance & Independence	Social & Ecological Justice
7th	Foundational	Geography and Early Humans	Imperialism and Expansion	Globalization and Current Events
8th	Colonization & Consequences	Resistance, Revolution, and Resilience	Civil Rights and Civil Wrongs in Oregon	
US	19th Century Imperialism, Progress, and Suffering	Demanding Justice!	Terrorism, Torture, and the Aftermath of 9/11	
MWH	Globalization and the Changing Environment	Colonialism	Age of Revolutions	Global Conflicts
ECON	Economic Models	Labor	Government Action	Poverty & Inequality
GOV	Core Principles	Critiquing Institutions	Benevolence or Tyranny?	Evolving Values
ES	Indigeneity	Indigeneity, Identity & Community	Identity & Community	Systems of Oppression

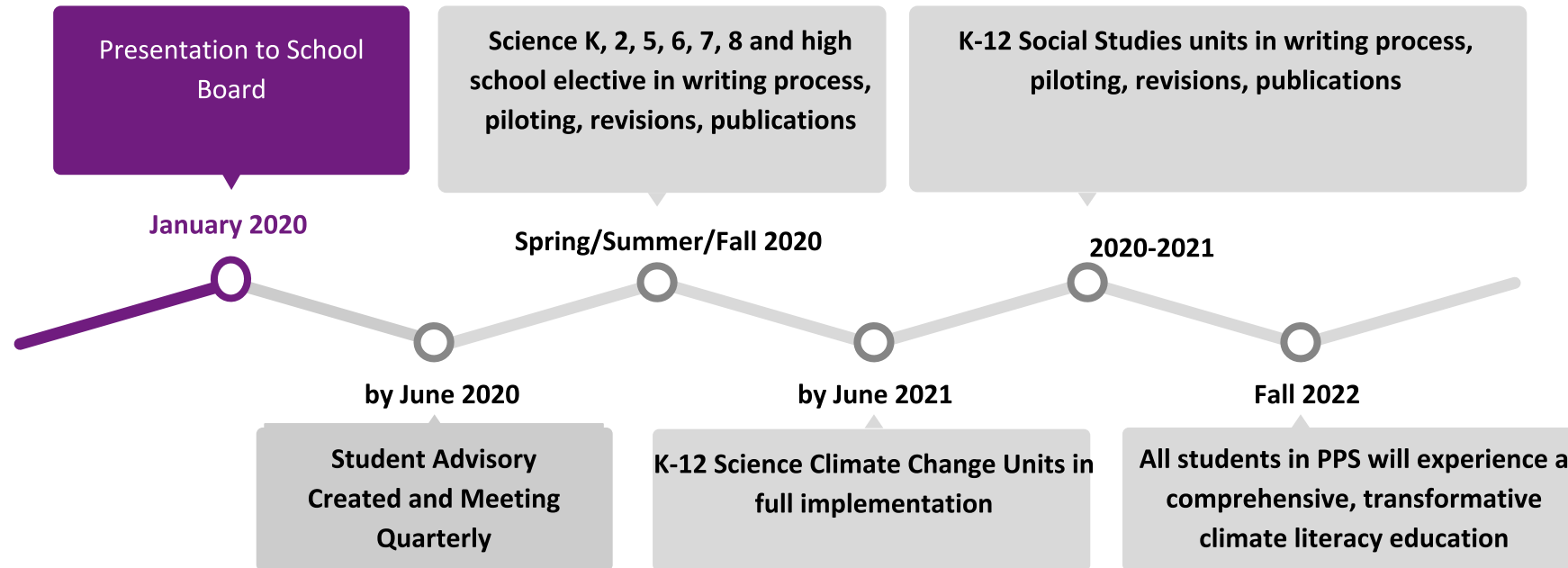


Opportunities for Youth-Community Engagement

- Youth Summits (multiple community events)
- Job-shadowing/coaching (industry partners)
- Peer mentoring (cross-school collaboration)
- Collaborative school/community improvement projects
- Civic engagement (government partners)
- Culturally sustaining events (community organizer partners)
- Clubs (SUN Schools partners)
- Field trips/Place-based learning



Moving Forward





Thank You

