

TABLE 1

Developing a paramount task.

STEPS	DETAILS
Identify learner assets	Understand who your learners (and their families) are, including strengths, interests, and inquiries.
Recognize community connections	Become informed on key events, social situations, or historical milestones that arise in your community or around the world.
Scope out the standards	Establish content goals and align concept(s) to the grade-level standard(s) (e.g., NGSS).
Evaluate selected resources	Critically examine selected resources (e.g., children's literature) for bias, stereotypes, and diversity as well as opportunities to connect content.
Problematize the prose	Design a learner-centered, problem-based task that interweaves the cultural context and content goals within the structure of the selected resource.
Analyze the language and structure of the planned task	Review elements of a paramount task: <ul style="list-style-type: none"> • Includes multiple entry points to provide access to diverse learners, • Reflects high levels of cognitive demand and appropriate challenges, • Fosters students' identities as "thinkers and doers" of STEM, • Encourages connections across representations of content, • Integrates cultural contexts and conceptual content in ways that are responsive to historical and traditional cultural or community practices, and • Offers opportunities to examine how STEM reasoning can be a tool to investigate community situations or take action in response to injustice.

TABLE 2

Criteria for Selecting Culturally-Sustaining Literature	Authentic representations of communities and people
	Accurate representation(s) of content or concepts
	Language and events that can foster emotional connections to the plot
	Realistic situations or familiar contexts that can model STEM ideas
	Potential to explore the beauty of STEM disciplines and its diversity

(adapted from Monoyiou and Symeonidou 2016; Tomé-Fernández et al. 2019)