

## Guiding questions for what matters.

Content Matters	Context Matters
<p>When considering any SJML, ask yourself:</p> <ol style="list-style-type: none"> <li>1. How will the lesson contribute to the learning goals for my class?</li> <li>2. How does the lesson contribute to developing students' deep understanding of the mathematics standards for the course?</li> <li>3. How does the lesson connect to an issue that is relevant to my students?</li> <li>4. How does the SJML allow students to use mathematics as a sociopolitical tool of analysis?</li> </ol>	<p>When considering any SJML, ask yourself:</p> <ol style="list-style-type: none"> <li>1. What is my purpose for including the social justice topic as part of the lesson? (Consider the overarching goals for the class, alignment to content standards, connections to students' lived experiences, possible biases and alternative perspectives of self and others, and how to facilitate the learning and conversations to allow students' voices to be shared and heard.)</li> <li>2. What do I know about how this topic intersects with local concerns and interests? How might this topic be received in my local setting?</li> <li>3. Who is on my team of allies ready to support me?</li> <li>4. How does the SJML contribute to building students' identity and agency?</li> </ol>
When Matters	How Matters
<p>When considering any SJML, ask yourself:</p> <ol style="list-style-type: none"> <li>1. How might this SJML contribute to the goals for this particular unit or course?</li> <li>2. What current events are relevant to this SJML?</li> <li>3. How does the SJML build on previous lessons or preview future lessons?</li> <li>4. What might my students already know about the mathematics and social justice topic of this SJML?</li> </ol>	<p>When considering any SJML, ask yourself:</p> <ol style="list-style-type: none"> <li>1. What instructional strategies will I use to engage each and every student in the lesson, both the mathematics and social justice topics?</li> <li>2. What questions will I use to facilitate the learning process for both the mathematics and the social injustices?</li> <li>3. How might my students react to this SJML, and how will I prepare for that?</li> <li>4. How will I assess my students' ability to apply the mathematics they are learning in the context of the lesson?</li> <li>5. How will I assess the degree to which my students have met my mathematics goals and my social justice goals?</li> </ol>