

Title:

**Bio4Community: The Design of a Justice-Oriented Biology Unit for Middle School**

Abstract:

Supporting minoritized students' participation in a science requires designing expansive notions of what counts as doing and learning science. I present the design of a middle-school biology unit about stress and body system interactions that challenges the boundaries of disciplined science and promoting social change making through consequential learning. Four core axiological commitments shaped the design of the unit: a) expanding disciplinary practice by entangling mind, body, and environment; b) supporting students' rightful participation and expertise; c) recognizing the environment as politicized across scales; and d) supporting social change through allied political struggle. I describe how we embodied these commitments in the Bio4Community *Stressed Out!* unit and how they played out in the context of a 7<sup>th</sup> grade urban science classroom. This work provides another example of consequential learning environments and contributes to the theory and practice underlying their design.