UNIT Design: [Title of Unit]

The Unit Design Template is a tool to guide teachers in unit design. The Unit Design Template describes the curricular components of a unit (or module) of study. Each unit is framed by an essential question or open-ended problem, and combines specific content learning objectives with competencies. Teachers will identify performance assessments that ensure opportunities for students to apply their skills and show evidence of grade-level mastery. Once the Unit Plan is complete, teachers should move on to create their "Unit Roadmap" to guide implementation of the Unit.

PART I: BACKGROUND	
Unit Description & Rationale Provide context for the issue / problem that frames the unit and explain why it matters.	
Essential Question (EQ) The essential question provides focus for the unit and engages students in the issue.	*Example: What can one person do to prevent the spread of disease?*
Enduring Understandings (EUs) Enduring understandings frame the big ideas that give meaning and lasting importance to the unit. EUs synthesize what students should understand - not just know or do.	*Examples:* • *Individuals choices can impact the the landscape of infectious disease.* • *Technology has a major impact on disease and medicine locally and globally.* • *Disease and poverty are inextricably linked*
Resources Quick links to help you get up-to-speed on the issues.	
Unit Overview Provide an overview of what students will be doing throughout the unit.	*Example:* *"In this module, students will engage in close readings of a broad range of non-fiction texts to deepen their understanding of the scientific and cultural contexts that surround and influence infectious diseases. Using [name text] as a central text, students will explore such questions as "Is health a human right?" and "How can one effectively navigate the tensions between culture, religion, science and medicine?" In addition, students will analyze a range of articles, first-person accounts, reports, and scientific documents to deepen their understanding of infectious diseases. "*

Competencies Include the competency and skill codes that represent skills that you will be teaching and that students will be expected to demonstrate through performance assessments included in this unit.	*Example:* *SCI.6.6* *ELA.2.1-3*
Content Standards (if applicable) List any relevant state or national content standards (if applicable) that you've used to anchor your content focus.	*Example:* *Next Gen Science: 3-LS4-4; 3-5.ETS1-1; 1-2, 1-3* *PA Keystone Assessment Anchors: BIO.A.1.2.1*
PART II: PERFORMANCE ASSESSMENTS	
Performance Assessments Describe any and all performance assessments included in this unit that will serve as evidence of grade-level mastery of students' competencies.	*Example:* 1. ***Reading Analysis Prompt:*** *"What are the biggest obstacles related to the spread of infectious disease according to the author? In your response, cite multiple pieces of evidence to support your interpretation of the text and to explain your opinion. Explain your rationale for choosing the pieces of evidence that you've used to support your interpretation."* 2. ***Socratic Seminar:*** *Participate in a small group discussion to evaluate the three authors' different claims about the causes of the spread of infectious diseases, and the evidence they've used to support their claims.* 3. ***Position Paper:*** *"Can the Healthy and Wealthy afford to ignore the health and well-being of the poor and sick?" (See Position Paper guidelines for detailed instructions)*
PART III: CONTENT RESOURCES	
Student Resources Create lists of student resources and provide the hyperlink to the resources (video, articles, etc), drawing on quality, reputable sources. Be sure to	*Example:* ***How can we analyze the infection rates and prevention programs for diseases?***

organize lists by topic or question.	• *Hands-on simulation and graphical analysis of the spread of an infectious disease: http://serendip.brynmawr.edu/sci_edu/waldron/pdf/InfectiousDiseaseProtocol.pdf* • *Lessons on exponential growth: http://www-tc.pbs.org/teachers/mathline/lessonplans/pdf/msmp/rumors.pdf http://www.tv411.org/math/ratios-averages-exponents/keeping-exponential-growth/activity/1/5*
Teacher Resources Create lists of teacher resources and provide the hyperlink to the resources (video, articles, etc), drawing on quality, reputable sources. Be sure to organize lists appropriately.	***General Resources:*** • *Article on how a professor used clean water access in her math education classroom: https://www.hetl.org/feature-articles/access-to-water-connecting-a-mathematics-class/* ***Lessons and Activities:*** • *Games, debates, and experiments from PBS' Rx for Survival: http://www.pbs.org/wgbh/rxforsurvival/series/teachers/index.html* • *Lessons and materials to evaluate the media coverage of Swine Flu: http://www.rgs.org/OurWork/Schools/Teaching+resources/Key+Stage+3+resources/The+geography+of+science/Swine+flu+an+over+reaction.htm*