

Unit Title <sup>1</sup>	Core Science Content	Estimated # of classes <sup>2</sup>
A <a href="#">Sustainability</a>	<p><b>Unit Issue:</b> <i>The ways that humans interact with the environment can cause dramatic changes over time.</i></p> <p><b>Overarching questions/Suggested Driving Question:</b> <i>How do humans affect the environment over time?</i></p>	8 - 14 (2 - 3 weeks)
B <a href="#">Ecology</a>	<p><b>Unit Issue:</b> <i>People rely on natural resources, including fish, for many reasons including food, yet many fisheries are no longer sustainable.</i></p> <p><b>Overarching questions/Suggested Driving Question:</b> <i>How can we use our knowledge about ecology to make informed decisions about managing fisheries to be more sustainable?</i></p> <p style="text-align: center;"><a href="#">Biology Interim 1: Activity 5</a></p>	29 - 45 (6 - 9 weeks)
C <a href="#">Cells: Improving Global Health</a>	<p><b>Unit Issue:</b> <i>Human health is increasingly subject to emerging global patterns, including extreme heat events, changes in the frequency of disease, and climate effects on the food supply.</i></p> <p><b>Overarching questions/Suggested Driving Question:</b> <i>What are the challenges to human health in a changing world?</i></p>	26 - 40 (6 - 8 weeks)
D <a href="#">Genetics</a>	<p><b>Unit Issue:</b> <i>People rely on genetically engineered crop plants to maintain a global food supply, but the use of this technology can impact sustainability.</i></p> <p><b>Overarching questions/Suggested Driving Question:</b> <i>How do genetically engineered crops affect the sustainability of food production?</i></p>	29 - 42 (6 - 9 weeks)
E <a href="#">Evolution</a>	<p><b>Unit Issue:</b> <i>Human activity can have evolutionary consequences for both biodiversity and ourselves.</i></p> <p><b>Overarching questions/Suggested Driving Question:</b> <i>How do human activities affect the evolution of other species, and what are the consequences for both biodiversity and for ourselves?</i></p>	19 - 34 (4 - 7 weeks)

<sup>1</sup> includes links to detailed sensemaking progressions

<sup>2</sup> based on 50 min periods



## Science and Global Issues: Biology



*We'll continue to adjust the pacing based on our experiences during the pilot, feedback from Y1 of implementation, and to ensure we can incorporate non-curricular resources and experiences like Healthy Oakland Teens, work from partnerships with organizations/researchers, and the STEM fair.*