**PRESENTER**

**Part 1**

You have **five minutes** to describe your unit as it is currently designed. Share as much detail as possible that will help your team help you. Some details to share might include:

* Standards/targets addressed by the unit
* Amount of instructional time required
* Sequence and description of the activities students will experience
* Literacy strategies employed, and specialized texts (if applicable)
* Special materials/facilities required
* Assessments (both formative and summative) used to measure and report on student success

Be sure to use a portion of your five minutes to address the following: **How do you feel this unit implements one or more of the Science and Engineering practices in a substantive and meaningful way?**

**Part 2**

You now have **10 minutes** to discuss with your team. They have been asked to offer suggestions on how your existing unit might be modified to more fully address one or more of the Science and Engineering Practices. Feel free to openly discuss and ask them to elaborate on their suggestions.

One of your team members has been designated as the team skeptic. This person has been told to actively question and ask for evidence to support ideas rather than just nod in agreement. Their instructions ask them to play this role in a professional and respectful way, but to be an active source of professional disagreement in order to question assumptions and generate productive talk.

It is **NOT** your role to be the target of criticism: you are intended to be the recipient of good advice. At the end of this 10 minutes you should have collected a number of good ideas to help you better implement the Science and Engineering practices within the unit you presented.