

Unit Title	Reproduction				
Subject group and discipline	Science	MYP year	2	Unit duration (hrs)	18

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i>
Relationship	Change	Identities and relationships: identity formation

Statement of inquiry

This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts

Identity is formed through change and developed by relationships

Inquiry questions

Factual— What happens during puberty?

How do humans reproduce?

What is genetic information?

Conceptual— Why do we look like our parents?

Why and how do organisms change over time?

Debatable— Who should get IVF?

What is the most effective form of contraception?

Is the same form of contraception best for everyone?

Objectives

Summative assessment *This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.*

Learning objectives for the unit

Ai – Outline scientific knowledge

Ci – Present collected and transformed data

Cii – Interpret data and outline results using scientific reasoning

Dii - describe and summarize the various implications of using science and its application in solving a specific problem or issue

Diii - apply scientific language effectively

Outline of summative assessment task(s) including assessment criteria:

Assessment 1 – data interpretation on types of contraception – Ci and Cii

Assessment 2 – recall questions - Ai

Assessment 3 – IVF – Dii and Diii

Relationship between summative assessment task(s) and statement of inquiry:

Students will apply their knowledge of reproduction to various contexts including IVF and contraception and consider how these relate to identity and relationships.

Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Thinking - Propose and evaluate a variety of solutions (contraception)

Communication - Use and interpret a range of discipline-specific terms and symbols (Human's reproduction)

Social - Advocate for one's own rights and needs (IVF)

Research - Demonstrate awareness of media interpretations of events and ideas (including digital social media) (pubety)

Self management - Consider ethical, cultural and environmental implications