



TITLE CELLULAR REPRODUCTION AS THE FOUNDATION OF GROWTH AND THE PERPETUATION OF LIFE

HILOS CONDUCTORES:

Why does life not stop? Reproduction as the driving force of diversity and the permanence of species.
A life within another life: what does the beginning of a new being imply biologically and socially?
My body, my decisions: how do science and culture help me take care of myself and make responsible choices?

TÓPICO GENERATIVO:

SUSTENTABLE WORLD CUP CITY

METAS DE COMPRENSIÓN:

<p>The student will analyze how the processes of cellular reproduction and the reproductive strategies of living organisms determine growth, genetic diversity, and species adaptation, in order to explain their role in the perpetuation of life and the stability of ecosystems.</p>	<p>The student will analyze how human embryonic and fetal development is related to the biological and social factors of adolescent pregnancy, in order to argue the importance of prenatal care and prevention in sexual and reproductive health.</p>	<p>The student will analyze how family planning methods, reproductive hygiene practices, and STI prevention mechanisms are grounded in scientific and sociocultural principles, in order to argue the importance of autonomy in responsible decision-making.</p>
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	DESEMPEÑOS DE COMPRENSIÓN	TIME	VALORACIÓN CONTINUA	
	REFLECTIVE ACTIONS		FORMS	SUBJECT CRITERIA
<p>EXPLO RATION STAGE</p>	<p>The student observes images and short videos of organisms that reproduce in different ways (bacteria, plants, animals) and responds in their notebook:</p> <p>What do all these living beings have in common?</p> <p>What would happen if they stopped reproducing?</p>	<p>3 WEEKS</p>	<ul style="list-style-type: none"> ✓ Preparing a comparative chart between mitosis and meiosis, identifying in each: stages, outcome, type of cell produced, and its function in the organism. Then explaining with concrete examples how meiosis generates genetic variability and why this is an advantage for the species. ✓ Systematically analyzing the technological advances that allow precise recreation of cellular reproduction, through an introductory presentation. ✓ Creating an infographic explaining how cellular reproduction processes connect to genetic diversity, adaptation, and ecosystem stability. Students present their work to the class with scientific arguments. 	<p>Collects information and presents it in an organized and coherent manner.</p> <p>Searches for information from different sources, selects what is relevant and gives proper credit.</p> <p>Knows and manages concepts related to the topic</p>

<p>GUIDED STAGE</p>	<ul style="list-style-type: none"> ➤ Design an awareness campaign for 8th-grade peers, arguing: the importance of prenatal care from a scientific perspective; the social factors surrounding adolescent pregnancy; and prevention as a responsible and autonomous decision. <p>The campaign must include real data, clear language, and a central ethical message.</p> <ul style="list-style-type: none"> ➤ Collaboratively describe and build coherent explanations about cellular reproduction. 	<p style="text-align: center;">2 WEEKS</p>	<ul style="list-style-type: none"> ✓ The student analyzes three brief case studies (fictional life stories) about teenagers facing pregnancy in different social contexts and responds: ¿What biological and social factors influenced each situation? What emotions, challenges, and responsibilities are identified in each case? Reflects individually and shares in a roundtable discussion. ✓ The student builds an illustrated timeline of human embryonic and fetal development (week by week by trimester), indicating: the most important biological changes at each stage; necessary prenatal care at each point; the risks associated with adolescent pregnancy. Includes a written reflection on the responsibility implied at each stage. <p>Bimester No. 2 Guided execution by the homeroom teacher and subject teachers; review of the carbon footprint data collection on the environmental impact of the FIFA World Cup in each host city.</p> <p>Finally, a review will be carried out by the homeroom teacher and subject teachers. Students must begin producing a podcast that contains clear, concise, and meaningful information.</p>	<p>Establishes differences between meiosis and mitosis as methods of cellular reproduction.</p> <p>Develops activities for understanding the proposed theme.</p>
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<p>EVIDENCE STAGE</p>	<p style="text-align: center;">SYNTHESIS PROJECT "SUSTAINABLE WORLD CUP CITY"</p> <ul style="list-style-type: none"> • Argues with clarity and scientific grounding the environmental issue addressed, associated with the FIFA World Cup. • Communicates assertively and coherently the process and results of the project using basic technical vocabulary. • Identifies the main causes of environmental impact and energy consumption generated by a FIFA World Cup. 	<p>3 WEEKS</p>	<ul style="list-style-type: none"> ➤ Responding anonymously to a prior knowledge questionnaire about contraceptive methods, reproductive hygiene, and STIs. Then, in small groups, analyzing common myths and facts on these topics and classifying them, arguing why each statement is true or false based on prior knowledge. A safe environment of trust, respect, and active listening is established. ➤ Researching and presenting in pairs an assigned family planning method, explaining: its scientific mechanism of action; its effectiveness and limitations; the cultural or social factors that influence its use. <p>Bimester No. 2</p> <p>Students will submit the final project in the form of a model. Each group must present and share the information corresponding to the environmental impact of a FIFA World Cup. This will be evaluated according to the rubric used at the grade level..</p>	<p>Listens actively to classmates and recognizes other points of view.</p> <p>Reflects on their own values, beliefs, and cultural context.</p> <p>Researches scientific information about family planning and hygiene.</p>
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