Science 10 Unit C Unit Project

**GMFs……Should we use them? Or not?**

The use of GMFs is a very controversial topic in the world today. GMF technology takes pieces of DNA from one plant (or animal) to change the characteristics of a host crop. This technology could possibly do amazing things, but the lack of long term testing is a concern to many people. Some common crops that have been modified include canola, corn, rice and soybeans.

**Goal**

\* The goal is to convince your country whether or not they should invest in Genetically Modified Food.

**Role**

\* You have been asked to speak to the government about whether or not they should in genetically modified food.

**Audience**

\* You need to convince the government which decision would be best for the world and humanity.

**Product (choose 1)**

\* You will create a persuasive essay in order to convince the government to either invest or not GMF.

\* You will create a 3-5 minute video presenting your argument on whether or not the government should invest in GMF.

\*You will create a poster to convince the government whether or not it is a good idea to invest in GMF.

**Standards and Criteria for Success**

\* Your product must meet the following standards: Criteria A and D

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|  | **Criterion A: Knowing and understanding**  | **Criterion D: Reflecting on the impact of Science** |
| **0**  | The student **does not** reach a standard indicated by any of the descriptors below.  | The student **does not** reach a standard identified by any of the descriptors below. |
| **1–2**  | The student is able to: i. **Recall** scientific knowledge ii. Apply scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations in relation to GMF**iii. **Apply** information to make **judgments** about **GMF** | The student is able to:i. **state** the ways in which science is used to address the issue of GMF.ii. **state** the implications of the use of science to solve various issues that arise with GMFiii. **apply** scientific language to communicate understanding but does so **with limited success**iv. document sources, **with limited success**. |
| **3–4**  | The student is able to: i. **State** scientific knowledge ii. Apply scientific knowledge and understanding to **solve problems**set in **familiar situations in relation to GMF**iii. **Apply** information to make **scientifically supported judgments** about **GMF** | The student is able to:i. **outline** the ways in which science is used to address the issue of GMF.ii. **outline** the implications of using science to solve various issues that arise with GMFiii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources **correctly**. |
| **5–6**  | The student is able to: i. **Outline** scientific knowledge ii. Apply scientific knowledge and understanding to **solve problems**set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** in relation to **GMF**iii. **Interpret** information to make **scientifically supported judgments**  about **GMF** | The student is able to:i. **summarize** the ways in which science is applied and used to address the issue of GMFii. **describe** the implications of using science and its application to solve various issues that arise with GMFiii. **usually apply** scientific language to communicate understanding **clearly and precisely**iv. **usually** document sources **correctly**. |
| **7–8**  | The student is able to: i. **Describe** scientific knowledge ii. Apply scientific knowledge and understanding to **solve problems**set in **familiar and unfamiliar situations** in relation to **GMF**iii. **Analyse** information to make **scientifically supported judgments**, about **GMF** | The student is able to:i. **describe** the ways in which science is applied and used to address the issue of GMFii. **discuss and analyse** the implications of using science and its application to solve various issues that arise with GMFiii. **consistently apply** scientific language to communicate understanding **clearly and precisely**iv. document sources **completely**. |