



UNIT GRAPHIC ORGANIZER

SUBJECT: Science

UNIT: 4

COURSE: Second

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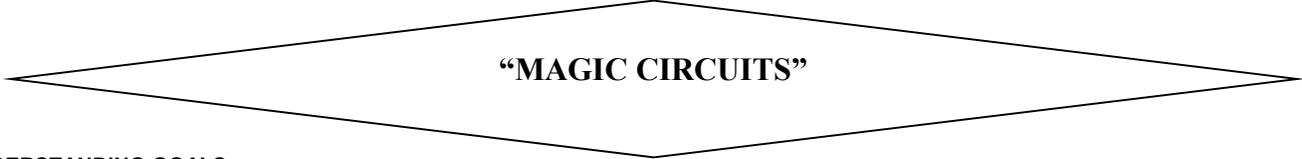
DATE: September 9th/2019

ELECTRICITY, SIMPLE CIRCUIT AND MAGNETISM.

THROUGHLINES:

Do you know, How much electricity do you use in each electrical appliances in your house?
 How does electricity get to our homes?
 How can I make a toy with a circuit?
 How do christmas lights work?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The students will describe different ways to produce electricity and how it arrives at our homes, through reading activities and images to understand that electricity and electrical appliances are important for our lives.	The students will identify the components of a simple circuit and how it is, through creations, observations and drawings to comprehend how some appliance works.	The students will explain how objects can be charge electrically; relating attraction and repulsion through experiments to understand phenomenons that happens in the daily life.
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	UNDERSTANDING PERFORMANCES	WEEKS	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> -To classify the types of electricity. -To explain how electricity arrives at our homes. -To describe an atom and the relation with magnetism -To classify objects into magnetic and non magnetic. 	Weeks 3	<ul style="list-style-type: none"> -Classifying in a chart different pictures about types of electricity. (static, current, hydro and solar) -Describing how electricity arrives at our homes. -Doing a simple fishing contest using magnets and explaining, why does it happen? -Through candies; making models of atoms to explain how electrons work in electricity and magnetism. -Classifying objects that attract pieces of papers, explaining why can they attract or why no. -Making a simple circuit using doorbell, motor and bulb. <p>ADVANCE S.P: Observing videos about electric toys such: car, doorbell, fan, flashlight and boat. To formulate a question and investigate information.</p>	<ul style="list-style-type: none"> -To compare different structures and processes, deduce similarities and differences between them. -To identify and use a scientific language.
Guided Stage	<ul style="list-style-type: none"> -To understand a simple bar graphic. -To recognize the components in a simple circuit. -To describe the symbols to represent a circuit. -To identify when an object attracts and when repel. -To create a toy using a simple circuit. 	Weeks 3	<ul style="list-style-type: none"> -Creating a graphic about how much energy (measure in bulbs) do we use in each electrical appliance in our homes. -Analysing different pictures about possible simple circuits, explaining if they can work or no. -Drawing and answering questions about components in a simple circuit (symbols to represent it). -Predicting and checking which kind of materials can be attract or repel using magnets. <p>ADVANCE S.P: Creating an electric toy and filling the report in where the steps include scientific method (question, hypothesis, writing, drawing observations and conclusions).</p>	<ul style="list-style-type: none"> -Explaining different features. - To register observations in an organize way using drawings, words and numbers.
Learning Evidence	<ul style="list-style-type: none"> -To explain how to do a toy using a simple circuit. 	Weeks 2	<p>- "MY ELECTRIC TOY"</p> <p>Explaining and showing how do they create their own electric toy using a simple circuit and recycled materials.</p>	<ul style="list-style-type: none"> -Express ideas using scientific method. -Making real concepts. -Propose models to express ideas.