



UNIT GRAPHIC ORGANIZER

SUBJECT: ___ Science _____

UNIT: _4_

COURSE: ___ 5th _____

TEACHER: __Mauricio Tenjo and Noelia Vega_____

DATE: September / 9th/ 2019

THE UNIVERSE

THROUGH LINES:

1. Can you imagine how the universe was created?
2. Besides planets and stars, what else can there be in our solar system?
3. Why can people float in the space but on the earth cannot?

GENERATIVE TOPIC



UNDERSTANDING GOALS:

The student will understand the Big bang theory through the designing of a triorama in order to improve his/her comprehension about universe's origin.	The student will recognize different celestial bodies of the universe and characteristics of planets of our solar system through flash cards in order to show specific features of the planets.	The student will compare his weight on different planets regarding to the earth's gravity in order to relate these properties mathematically.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA
Exploration Stage	<ul style="list-style-type: none"> • To identify precursors of Big Bang theory such as George Lemaitre and the expansion of the universe of Edwin Hubble. • To recognize the kinds of elements (hydrogen, helium) with which the universe began to originate. 	3 Weeks	<ul style="list-style-type: none"> • Investigating about different theories about the origin of the universe. • Making a time line from Big Bang Theory to origin of life in Earth planet. • Creating a triorama about scientists and their main explanations about universe origin. <p>SYNTHESIS PROJECT</p> <p>1. Organize the class into groups in order to select the planet they will use for their expedition.</p>	Observe specific phenomena.
Guided Stage	<ul style="list-style-type: none"> • To understand the organization of our current solar system. • To compare characteristics of different celestial bodies such as stars, comets, asteroids, meteors, etc. • To comprehend the relation of gravity in the change of weight in different planets. • To understand the importance of scientific and technological advances in the explanation of the universe. 	3 weeks	<ul style="list-style-type: none"> • Making a Pictionary activity from the guide about formation of different celestial bodies and characteristics. • Creating comparative charts about differences between asteroids, comets, meteors. • Designing flash cards in order to show specific features of the planets. • Watching videos about the universe and the solar system. <p>SYNTHESIS PROJECT</p> <p>2. Students start to write their theatre play, establishing characters and their roll in the story.</p>	Support the answers with different arguments.

<p>Learning Evidence</p>	<ul style="list-style-type: none"> To design theatre, play to present it as final synthesis project 	<p>2 weeks</p>	<p>SYNTHESIS PROJECT</p> <ul style="list-style-type: none"> Students will be in charge of organizing a theater play in which they must perform the topics studied in the following areas: Science-Spanish and geometry. Teachers will be in charge of dividing the groups with the corresponding topics to present to students' classmates. 	<p>Apply the new concepts in projects.</p>
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