



## UNIT GRAPHIC ORGANIZER

SUBJECT: SCIENCE

UNIT: 3

COURSE: 4<sup>TH</sup>

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### UNIVERSE, SOLAR SYSTEM, MAGNITUDES AND MOTION

#### THROUGHLINES:

Are there other planets like the Earth?  
How did the planets and celestial bodies appear?  
Can humans live in a different planet?  
Can we measure all the things with the same tools?

#### GENERATIVE TOPIC

LIFE IS COLORFULL

#### UNDERSTANDING GOALS:

The students will recognize the origin of the universe and the formation of the solar system by using different diagrams to understand the location of the planets and celestial bodies in our galaxy through an infographic.	The students will practice estimating the magnitude of various objects or distances before measuring them accurately, developing critical thinking skills and writing results in a lab report.	The students will identify how matter moves applying formulas to calculate distance, displacement, speed and velocity. They will make experiments and exercises to differentiate variables that affect the movement of an object by registering their findings in a laboratory report.
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	UNDERSTANDING PERFORMANCES	TIME	ASSESSMENT	
	ACTIONS		WAYS	CRITERIA

<p><b>Exploration stage</b></p>	<p>To recognize the origin of the universe and the inflation phenomena.</p> <p>To recognize how the galaxies and the solar system originated.</p> <p>To practice about the solar system location, distance and characteristics.</p> <p>To identify what magnitude and motion is.</p> <p>To identify how matter moves in real contexts.</p>	<p><b>2 weeks</b></p>	<ul style="list-style-type: none"> <li>• Watching a video about the universe and exploring with a lab activity.</li> <li>• Reading and solving activities proposed in the guide.</li> <li>• Designing a roll scroll in a small paper to compare ideas about pre knowledge and real location of the planets.</li> </ul> <p>Practicing the measures of different elements and distances in different parts of the school.</p> <p>Writing findings and results in a lab report.</p> <p>Applying formulas to calculate distance, velocity etc by using different elements like balls and cars.</p> <p>Reading scientific texts about the topics provided in the guide.</p> <p>Synthesis project stage:</p> <p>The students will be organized in groups of 5 with the roles proposed by the teachers.</p> <p>Students will design graphs and statistics about their emotions.</p> <p>Students will answer some questions given by the teachers after that they will ask to other classmates the questions to get information to have statistics.</p> <p>They will design graphics about that to show emotions in 4<sup>th</sup> grade.</p>	<p>To know the relation between different concepts through collected information.</p>
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<b>Guided Stage</b>	<p>To clarify the differences between speed, velocity, acceleration and time.</p>	<b>3 weeks</b>	<p>Observing and taking notes about measures around the school.</p> <p>Completing a lab report using the measures taken in the previous activity.</p>	<p>To know the relation between different concepts through collected information.</p>
<b>Learning Evidence</b>	<p><b>SYNTHESIS PROJECT:</b></p> <p><b>Life is colorful</b></p> <p>The students will improve mental and physical health through art therapy activities integrated with STEAM (Science, Technology, Engineering, Art, and Mathematics) elements. Through creative workshops and experimental activities, emotional expression, self-awareness, fine motor skills, problem-solving, and collaboration will be encouraged.</p> <p>Bearing in mind the big question How can I use art to improve my physical and mental health in my social context?</p>	<b>3 weeks</b>	<p>SYNTHESIS PROJECT</p> <p>Sharing the researched items across the term throughout the information written in the notebook proposed for the project.</p>	<p>To apply concepts to different situations.</p>