

SUBJECT: Natural Science and E.E.	GRADE:	FG	G	T	1	2	3	4	DATE:
		5	6	7	8	9	10	11	
STUDENT:		TEACHER: Mrs. Carol Ximena Bolaños							
UNDERSTANDING GOAL: The student will identify, describe and explain the main characteristics of plants, understanding how they reproduce, will observe some ways that seeds are dispersed, will also observe the flower structures, and investigate what seeds need to grow, finally, recognize that flowering plants have a life cycle. The students will identify how plants that are around them are growing constantly producing fruits, flowers, and other plants realizing the process that is implicit in each one of them, all this with the purpose of understand that plants are living things, and they need soil, water and light in order to grow, besides developing a critical thinking to interpret phenomena that occur due the interaction of the plants on their environment through research laboratories, outdoor experiments with the purpose of students will be able to use this knowledge to make lab reports, academic guides, and the poster for final project of synthesis.									
FORMAL ASSESSMENT ☐		NON-FORMAL ASSESSMENT ☒							
RUBRIC No. Highest Level of Learning:									

1 Read these statements. Circle either 'True' or 'False'.

Water droplets are formed in the clouds through a process called evaporation.

TRUE / FALSE

Water vapour is a solid.

TRUE / FALSE

Snow is not part of the water cycle because it is a solid.

TRUE / FALSE

Water is re-used all the time on Earth.

TRUE / FALSE

[4 marks]

2 Draw a line from the beginning of each sentence to the end.

When water dries up...

...we say it condenses.

Factors such as temperature, air flow and...

...reverse of evaporation.

When a gas turns into a liquid...

...we say it has evaporated.

Condensation is the...

...surface area affect the speed at which evaporation takes place.

[4 marks]

3 Circle the correct words.

Some substances dissolve in liquids to make **solutes** / **solutions**.

A substance that can dissolve is called a **solution** / **solute** and the liquid in which it dissolves is called the **solvent** / **solution**.

Water is a common solvent.

[3 marks]

- 4 Name three things that can affect the speed of evaporation.

[3 marks]

- 5 Fill in the missing word.

Most _____ turn to liquids if they are cooled.

[1 mark]

[Total: ____/15]

Chemistry

- 1 Read the statements. Circle either 'True' or 'False'.

When water condenses it changes from a gas to a liquid.

TRUE / FALSE

The boiling point of water is 1000° C.

TRUE / FALSE

When a liquid evaporates from a solution it leaves behind a solid.

TRUE / FALSE

[3 marks]

- 2 Complete this paragraph about evaporation. Use the words in the box.

surface	air	gases	temperature
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Liquids can change into _____ through the process of evaporation. Factors

such as _____, the flow of air and the _____ area can affect the rate of

evaporation. Gases go up into the _____ during evaporation.

[4 marks]

- 3 Explain why condensation is the reverse of evaporation.

[2 marks]

- 4 Read the statements. Circle either 'True' or 'False'.

When water vapour is cooled down, the water vapour changes into a liquid.

TRUE / FALSE

A gas changes into a liquid when the temperature increases.

TRUE / FALSE

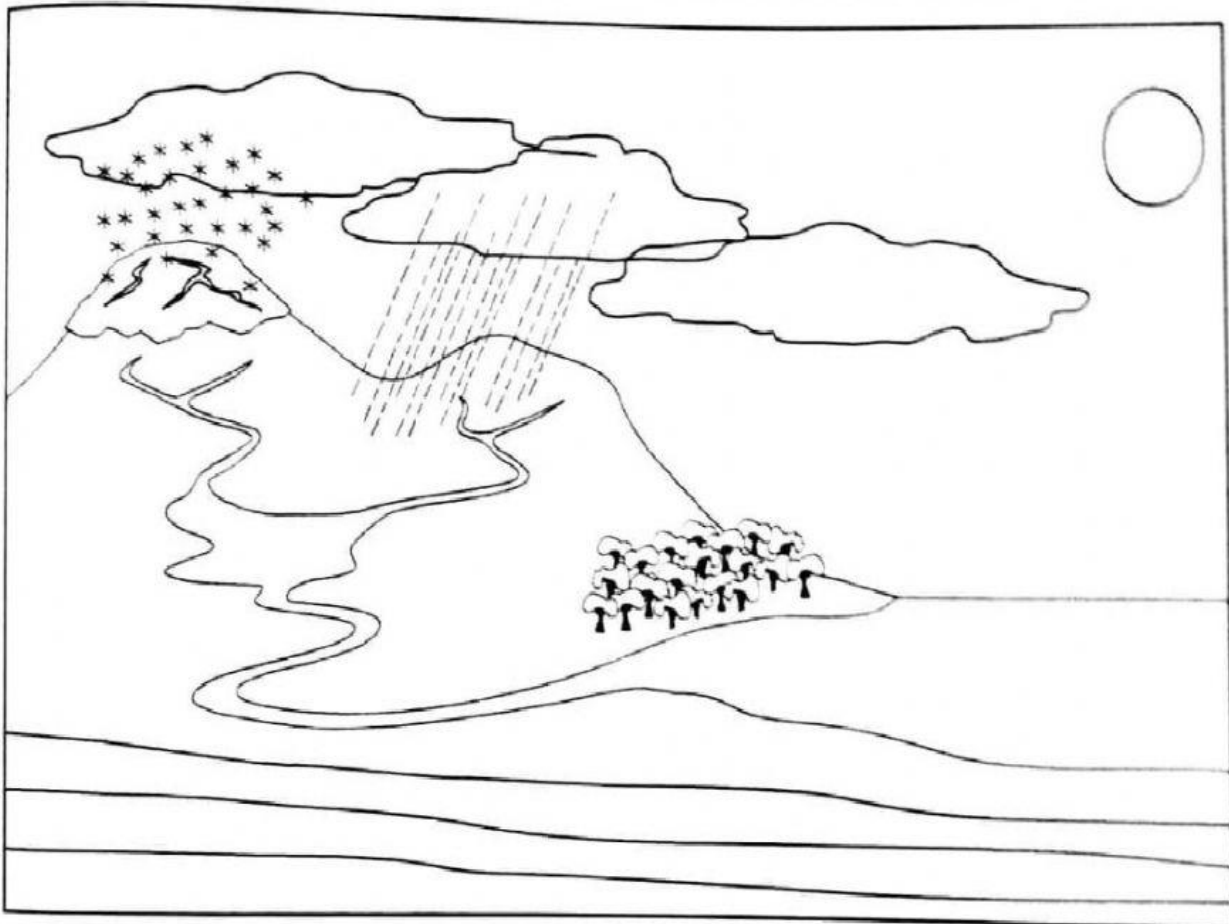
[1 mark]

- 5 Complete this sentence.

Water in a solid state melts and turns into a liquid at a temperature of _____ °C.

[1 mark]

- 6 Complete the diagram of the water cycle. Add arrows to show how the water moves.



[4 marks]

[Total: ____/15]

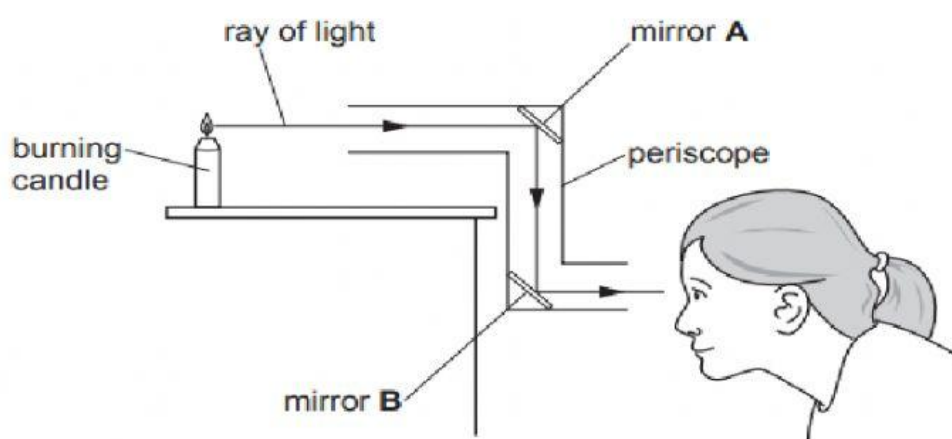
7 Youssef measures light intensity.



Youssef puts the sensor near the lamp to measure the light intensity.

(a) What does light intensity mean? _____

8. Jamila uses a periscope.



Her periscope contains two mirrors.

The mirrors are labelled **A** and **B**.

A ray of light goes from the burning candle to the periscope.

- (a) What happens to the ray of light when it reaches mirror A?
..... [1]
- (b) Complete the sentences. The ray of light from mirror B enters Jamila's
..... Jamila the burning candle. [2]