

# Grade 6CS

## Third Month Project Guidelines

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Dear Students,

You will be engaged in a project-based learning activity for the 3<sup>rd</sup> assessment.

Kindly read the following topics and choose one of them.

### Notes:

- Students are going to be working in groups of **four** – to be approved by the teacher.
- Deadline to hand in projects will be 5/12/2022
- All resources should be meticulously documented.
- **Five** marks will be dedicated to the third month evaluation mark to assess the project.

### Areas of study: (BIOLOGY)

“living things in their environment”.

- Choose a habitat/ animals and plants in this habitat and how are they adapted.
- Choose endangered animals in this habitat and how to save their population.

Students have to research the aforementioned and make a PowerPoint Presentation about their findings.

### Details of work

- Students are required to make a PowerPoint Presentation which must include all aspects of the status of a specific endangered animal.
- Every member of the designated group will be responsible for a specific task collecting data pertaining that specific animal.

Task per student distribution will be as follows:

- Student 1: collecting **statistics** (numbers in the past and now/ distribution of numbers...etc)
- Student 2: collecting Data about the animal’s habitat/**habitats** all over the world.
- Student3: collecting data about **reasons behind extinction**.
- Student4: collecting data about what is **being done now to preserve** the remaining numbers of that animal.

### Areas of study: (CHEMISTRY)

“Material properties”

Students have to plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

### Details of work

- Students are required to fill out the attached report.

## Areas of study: (PHYSICS)

1. Students will design and build a model for a roller coaster to show the transformation of energy from kinetic energy to gravitational potential energy and vice versa.

**(The model should include a minimum of 1 hill and 1 loop).**

➤ Students will be asked different questions about their model.

2. Where does energy go when it's "Gone"?

Energy is usually lost by heating up the surroundings. Choose a system/ device and think of possible ways of making benefit of the dissipated energy produced by this system/ device.

**Present your ideas in a PowerPoint Presentation (no longer than 5 slides).**