



Project-Based Learning

Name: _____ Date: _____

Magnetic Materials



Background Information

Magnets are useful to many people. Whether it is for holding pictures on the refrigerator or for keeping the washing machine lid closed, magnets are used everyday. If you watch a TV that is over 15 years old, you are actually watching a machine that uses magnets!

Magnets are everywhere. People who make electronics, gift cards, and washing machines use magnets in the materials they make. People who move old cars in junkyards, doctors, explorers, children, and many others use magnets everyday. You actually live on a giant magnet!

Magnets are only attract certain types of metal. They will not attract glass, plastic, or wood. When magnets are combined with electricity, a special magnet is formed. These electromagnets can be used in many objects and can help many people.

It is important to know where magnets are used. Some people have a special machine in their bodies to help their hearts work better. Strong magnets can be very dangerous to them. Knowing where magnets are used can help them stay safe and healthy.

Guiding Points

Many objects use magnets to work. What objects use magnets?

Create a brochure to inform people where magnets are used in their everyday lives.

Research

With permission from your teacher, search the Internet to learn more about magnets.



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Student Checklist

Content		Organization		Presentation	
<input type="checkbox"/>	<i>I included details covered in the Key Concepts as well as other important concepts I learned.</i>	<input type="checkbox"/>	<i>I organized my final presentation with an introduction, body, and conclusion.</i>	<input type="checkbox"/>	<i>My project has a neat appearance. My handwriting is legible, and I used correct grammar.</i>
<input type="checkbox"/>	<i>I checked my material to make sure it was accurate. I used more than one resource.</i>	<input type="checkbox"/>	<i>The pictures or drawings I included make sense with the content of my project.</i>	<input type="checkbox"/>	<i>I used illustrations to make my project attractive.</i>
<input type="checkbox"/>	<i>I connected what I learned in science with the problem or issue in the prompt.</i>	<input type="checkbox"/>	<i>I made sure to include my science vocabulary properly and in the right context.</i>	<input type="checkbox"/>	<i>I can easily discuss my project with someone who asks me questions about it.</i>

Assessment Rubric

Category	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Below Expectations (1 point)	Score	Teacher Comments
Content	Student included detail on all components and SCOPE Key Concepts and used multiple sources.	Student included detail on most components and SCOPE Key Concepts and used one to two sources.	Student included little to no detail on components and SCOPE Key Concepts, and no sources were identified.		
Organization	Student correctly used all SCOPE vocabulary in a clearly structured format.	Student correctly used most SCOPE vocabulary, and content is understandable.	Student correctly used little to no SCOPE vocabulary and did not organize content.		
Presentation	Final product has a neat appearance with detailed illustrations. Student can easily discuss project findings.	Final product is clearly presented with at least one illustration, and student can talk about project findings.	Final product is not neatly presented and lacks illustrations. Student requires prompting to discuss findings.		
Total					