



## INVESTIGATING ELECTRICITY SCORE SHEET

Complete **three** (3) required and **four** (4) “Brain Booster” activities in the Investigating Electricity Achievement Program each year. Complete the program in three years. If you do additional activities, please **check** (✓) the **seven** (7) activities you want to be graded. Record in your Investigating Electricity notebook the what, when, where, and how you accomplished each selected “Brain Boosters” activity. Include your notebook with your project book for grading. **(Maximum: 42 points only.)**

	Possible Points	Score First Year	Score Second Year	Score Third Year
<b>Activity 1: Get It Together</b>				
<input type="checkbox"/> Gather electrical materials (pages 6-7)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 7)	<u>6</u>	_____	_____	_____
<b>Activity 2: Going Back and Forth</b>				
<input type="checkbox"/> Learning about currents (pages 8-9)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 8)	<u>6</u>	_____	_____	_____
<b>Activity 3: The Electric Detective’s Most Important Tool</b>				
<input type="checkbox"/> Using a Volt-Ohm meter (pages 10-11)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 11)	<u>6</u>	_____	_____	_____
<b>Activity 4: Investigating Ohm’s Law</b>				
<input type="checkbox"/> Investigating Ohm’s Law (pages 12-13)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 13)	<u>6</u>	_____	_____	_____
<b>Activity 5: To Flow or Not to Flow</b>				
<input type="checkbox"/> Identifying conductors/insulators (pages 14-15)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 15)	<u>6</u>	_____	_____	_____
<b>Activity 6: Decoding Circuit Diagrams</b>				
<input type="checkbox"/> Reading circuit diagrams (pages 16-17)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 17)	<u>6</u>	_____	_____	_____
<b>Activity 7: Case of the Series Circuit</b>				
<input type="checkbox"/> Building a circuit and measuring voltages (pages 18-20)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 19)	<u>6</u>	_____	_____	_____
<b>Activity 8: Case of the Parallel Circuit</b>				
<input type="checkbox"/> Building a parallel circuit (pages 21-22)	<u>6</u>	_____	_____	_____
<input type="checkbox"/> Brain booster activity (page 22)	<u>6</u>	_____	_____	_____

Activity 9: Circuit Sense				
___ Building circuits; testing voltages (pages 23-25)	<u>6</u>	_____	_____	_____
___ Brain booster activity (page 25)	<u>6</u>	_____	_____	_____
Activity 10: The Off and On Case				
___ Building a momentary switch (pages 26-27)	<u>6</u>	_____	_____	_____
___ Brain booster activity (page 27)	<u>6</u>	_____	_____	_____
Activity 11: The Case of the Switching Circuit				
___ Building a three-way switch (pages 28-29)	<u>6</u>	_____	_____	_____
___ Brain booster activity (page 29)	<u>6</u>	_____	_____	_____
Activity 12: Stronger Connections				
___ Soldering connections (pages 30-31)	<u>6</u>	_____	_____	_____
___ Brain booster activity (page 31)	<u>6</u>	_____	_____	_____
Activity 13: Stop the Crime				
___ Building a burglar alarm (pages 32-33)	<u>6</u>	_____	_____	_____
My Own "Brain Boosters" Activities				
___ _____	<u>6</u>	_____	_____	_____
___ _____	<u>6</u>	_____	_____	_____
___ _____	<u>6</u>	_____	_____	_____
___ _____	<u>6</u>	_____	_____	_____
Investigating Electricity				
Planning Guide (page 4)	<u>6</u>	_____	_____	_____
Achievement Program (page 5)	<u>2</u>	_____	_____	_____
Exhibit: <b>(Maximum 30 points only)</b>	<u>30</u>	_____	_____	_____
A poster or display on two electric activities completed this year in Investigating Electricity plus your "Brain Boosters" activities notebook and project book.				
Activity Record	<u>20</u>	_____	_____	_____
Total Score	<u>100</u>	_____	_____	_____

Judges Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Programs and activities offered by the West Virginia University Extension Service are available to all persons without regard to race, color, sex, disability, religion, age, veteran status, political beliefs, sexual orientation, national origin, and marital or family status.*

*The WVU Board of Governors is the governing body of WVU. The Higher Education Policy Commission in West Virginia is responsible for developing, establishing, and overseeing the implementation of a public policy agenda for the state's four-year colleges and universities.*

*Reasonable accommodations will be made to provide this content in alternate formats upon request. Contact the WVU Extension Service Office of Communications at 304-293-4222.*