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| Présentation de l’activité | | | | | |
| Titre | **SCHEMATISATION ET COURANT ELECTRIQUE** | | | | |
| **Cycle** | **Thème et attendus de fin de cycle du programme** | | | | |
| Résultat de recherche d'images pour "logo cycle 4" | **LES CIRCUITS électriques** | | | | |
| **Durée** | **Nature de l’activité** | | | | |
| **1H** | **TÂCHE COMPLEXE** | | | | |
| **Conditions de mise en œuvre** | | | **Le travail est effectué en classe entière, organisée en ilots de 4.** | | |
| **Prérequis** | | **Dans le cadre de simulations de circuits pour comprendre le transfert d’énergie de la pile aux récepteurs, les élèves ont fait les trois types de circuit : simple, série, dérivation.** | | | |
| **Connaissances visées** | | | | **Compétences mises en œuvre** | **Domaine du socle** |
| **Apprendre sans le savoir les symboles des dipôles électriques**  **Le sens du courant délivré par une pile**  **Le rôle d’une diode dans un circuit** | | | | **-Extraire, traiter l’information**  **-Manipuler, analyser, raisonner**  **-travail d’équipe** | **Domaine 4 : Les systèmes naturels et les systèmes techniques** |

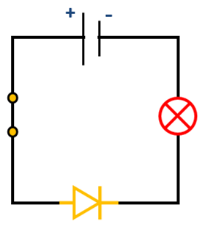
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| Détails de l’activité | |
| Scénario J:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Matrice\logos\Scenario\clap_scenario.jpg | **Une phrase se cache dans les observations de circuits divers. Les élèves doivent réaliser les circuits, observer le fonctionnement des recepteurs, en déduire la lettre cachée et petit à petit construiront la phrase : «  un courant a un sens »** |
| Le(s) support(s) de travailJ:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Matrice\logos\support\support.jpg | **La feuille polycopiée****Le matériel d’électricité mis à disposition** |
| Conditions de sécurité **J:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Matrice\logos\EPI_securité\EPI4.jpg** | **Comme tout montage d’électricité le risque est le court-circuit !****Rappeler qu’aucun circuit ne relie le + et le – de la pile et que tout échauffement doit être immédiatement suivi du débranchement de la pile** |
| Les aides éventuellesJ:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Matrice\logos\coup_pouce\coup_pouce2.jpg | **Orales** |

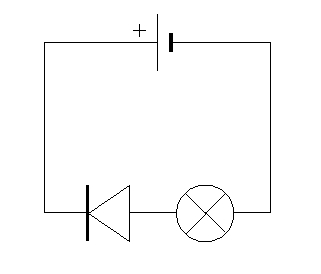
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| J:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Voiture_H2_definitif\Matrice\logos\biblio.gif Bibliographie – Sitographie J:\Nouveaux programmes 2016\CERCLE ETUDE FORMATEUR 2017\Voiture_H2_definitif\Matrice\logos\internet.jpg |
| Sources utilisées pour construire l’activité |
| Aucune |

**SUPPORT POLYCOPIE**

Activité : Schématisation et courant électrique

**Une phrase se cache dans le résultat obtenu lors du montage de ces circuits. Trouve la !**

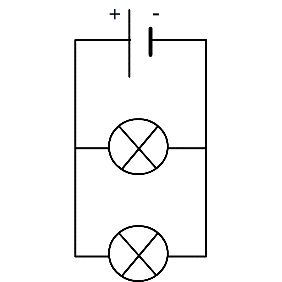
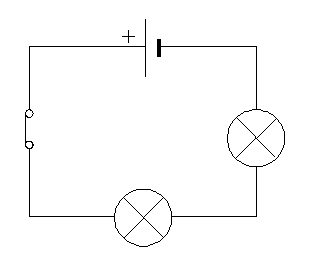


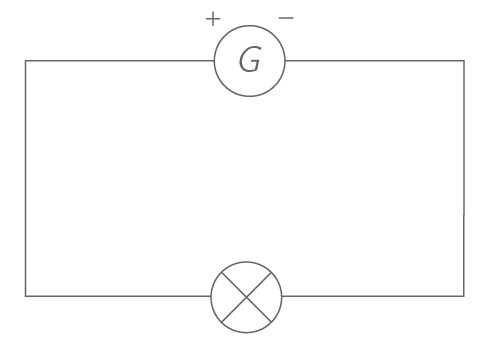


Lettre 6 : Lettres 13, 16 :

Lettre 6: Lettres 7 et 10

Avec diode retournée :





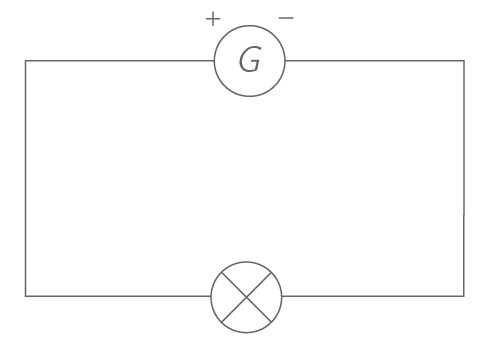
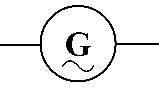
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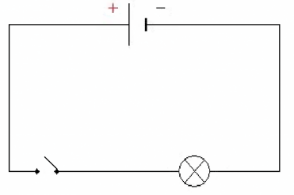
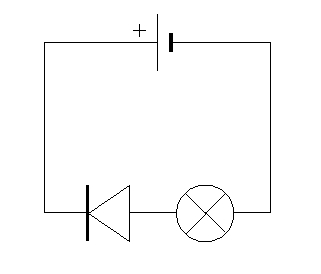
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Lettres 2,8,12 et 15 : lettre 3 : lettre 9 :

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 Lettre 4 :  lettres 1,5,11 : lettre 14 :



Résultat de recherche d'images pour "diode symbole" : ;;;;;;;;;;;;;;;;;;;; ;;;;;;;; ;

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 Lampe de bon éclat | Lampe+moteur éteints | 2 lampes éteintes | 2 lampes d’éclat faible | Deux lampes de bon éclat | Moteur bloqué | Moteur tourne | Lampe + Moteur marchent | 1 Lampe éteinte |
| s | r | u | n | c | t | o | e | a |

Résous l’énigme :

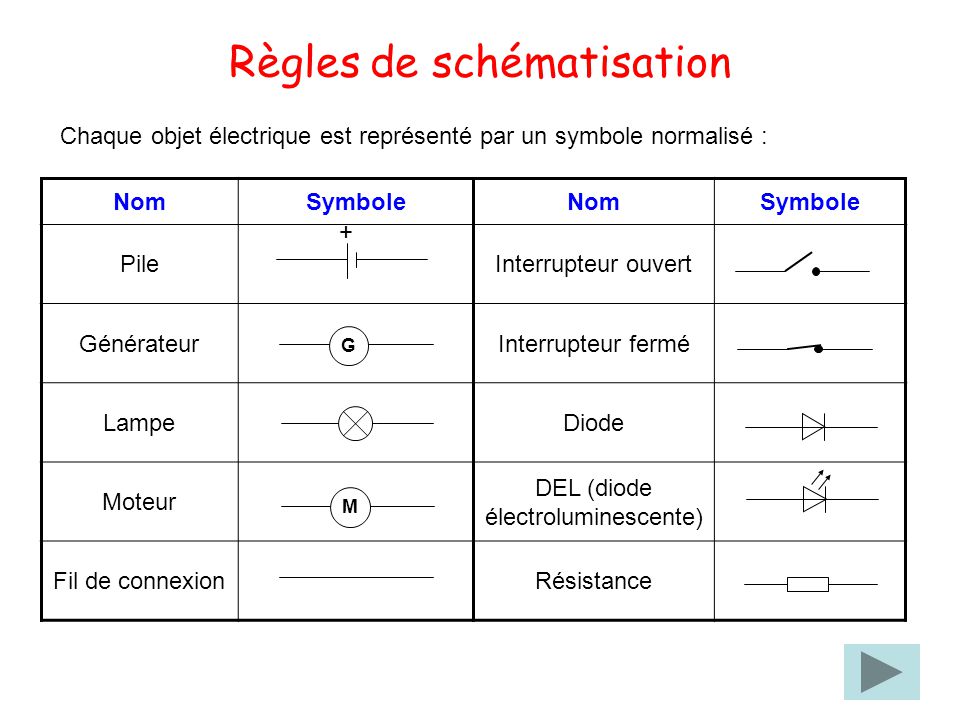
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Réponds aux questions suivantes :

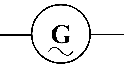
Le courant électrique créé par une pile a-t-il un sens ? ………………………

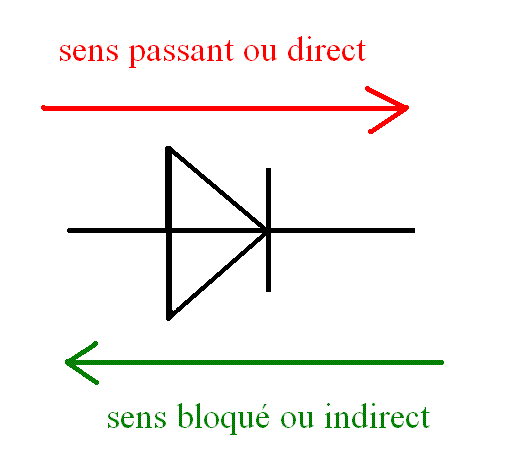
Grâce au circuit des lettres 7,10, 13 et 16 déduis le sens du courant :…………………………………………………………………….………………………………………………………………………………………

**Document 1 :**

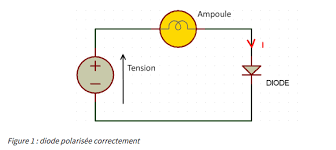


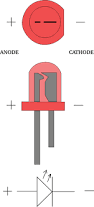
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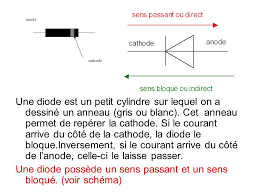


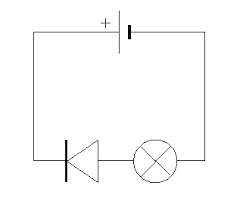
**Document 2 : La diode**

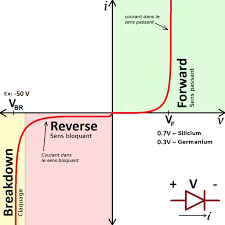
**La diode: L**a diode est un composant électronique qui ne laisse passer le courant que dans un sens. C'est le sens passant, ou direct. Le sens où aucun courant ne passe est le sens bloqué, ou inverse.

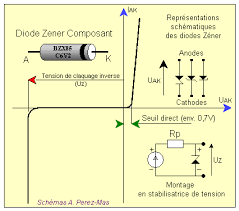
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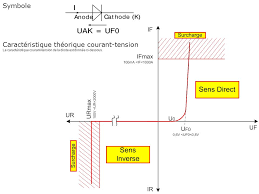
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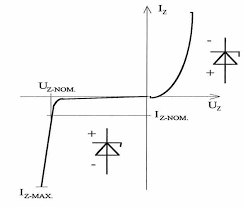
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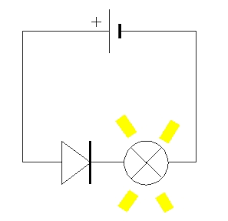
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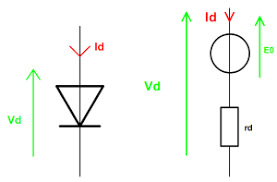
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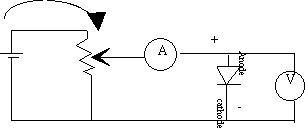
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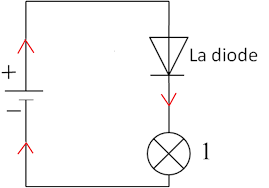
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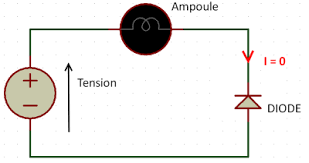
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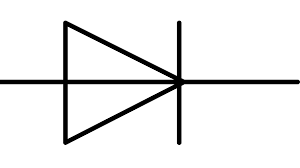
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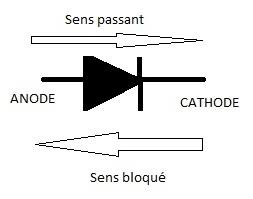
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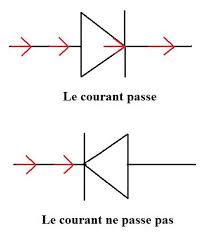
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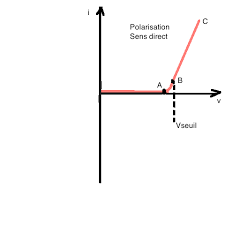
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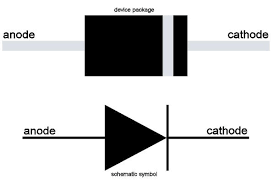
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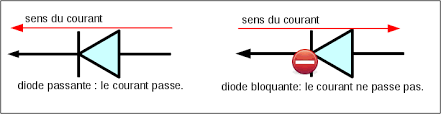
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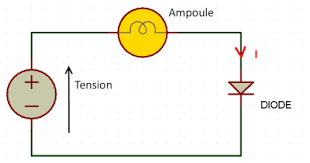
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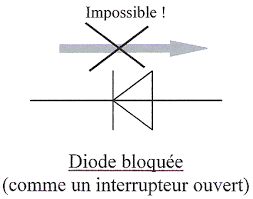
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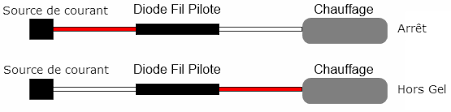
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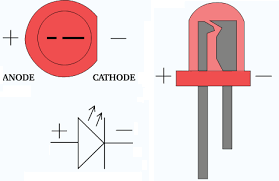
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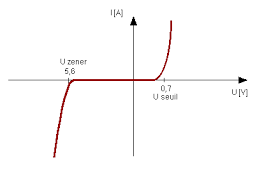
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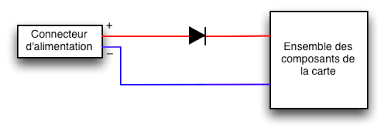
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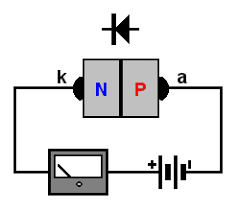
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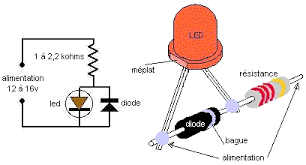
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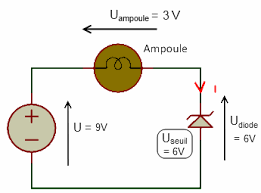
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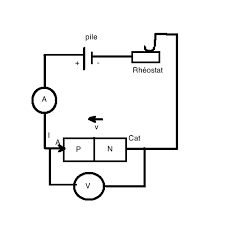
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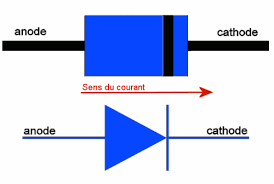
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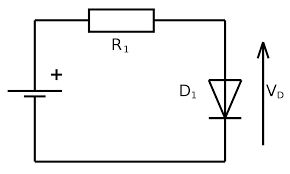
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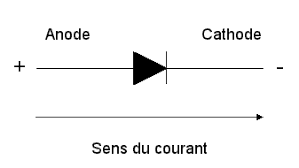
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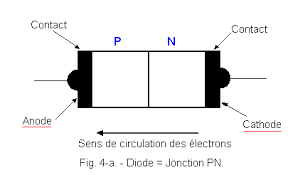
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