

Westside High School - Weekly Plan to Align Lessons (Week At a Glance) – SY 24-25

Teacher: Grant

Subject: Science

Course: Physics

Grade:

Date(s): Sept 23--27, 2024

ALL RESOURCES AND WORK IS AVAILABLE IN CANVAS

Standard: SP1. Obtain, evaluate, and communicate information about the relationship between distance, displacement, speed, velocity, and acceleration as functions of time.

Analyze one-dimensional problems involving changes of direction, using algebraic signs to represent vector direction.

b. Analyze and interpret data using created or obtained motion graphs to illustrate the relationships among position, velocity, and acceleration, as functions of time.

c. Ask questions to compare and contrast scalar and vector quantities.

Assessment:









☐ Quiz

☒ Unit Test

☐ Project

☐ Lab

☐ None

	Pre-Teaching	Activation of Learning (5 min)	Focused Instruction (10 min) *I DO	Guided Instruction (10 min) *WE DO	Collaborative Learning (10 min) *Y'ALL DO	Independent Learning (10 min) *YOU DO	Closing (5 min)
	 Learning Target  Success Criteria 1  Success Criteria 2	<ul style="list-style-type: none"> Do Now Quick Write* Think/Pair/Share Polls Notice/Wonder Number Talks Engaging Video Open-Ended Question 	<ul style="list-style-type: none"> Think Aloud Visuals Demonstration Analogies* Worked Examples Nearpod Activity Mnemonic Devices* 	<ul style="list-style-type: none"> Socratic Seminar * Call/Response Probing Questions Graphic Organizer Nearpod Activity Digital Whiteboard 	<ul style="list-style-type: none"> Jigsaw* Discussions* Expert Groups Labs Stations Think/Pair/Share Create Visuals Gallery Walk 	<ul style="list-style-type: none"> Written Response* Digital Portfolio Presentation Canvas Assignment Choice Board Independent Project Portfolio 	<ul style="list-style-type: none"> Group Discussion Exit Ticket 3-2-1 Parking Lot Journaling* Nearpod
Monday	 I am learning about acceleration  I can solve acceleration problems 	Acceleration graph of positive velocity		Work velocity vs time graph examples with students, students selected to work at board	Students complete NB page #14 in pairs		Review steps to problem solving
Tuesday	 I am learning about acceleration 	Acceleration graph of negative velocity		Review acceleration velocity vs time graphing principles with guided questions	In pairs, students analyze motion graphs and answer questions		- Class discussion – share misconceptions

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	<p>I can collect and analyze data related to acceleration</p> <p>✓</p>						
Wednesday	<p> I am learning about acceleration</p> <p>✓ I can collect and analyze data related to acceleration</p> <p>✓</p>	Acceleration graph of changing direction		Review acceleration velocity vs time graphing principles with guided questions	In pairs, students analyze motion graphs and answer questions		- Class discussion – share tips and tricks to understanding
Thursday	<p> I am learning about acceleration</p> <p>✓ I can create and analyze velocity vs. time graphs</p> <p>✓</p>	Combining motions into one graph	Compare motion graph analyzed to Phet online lab graphs		Compare motion graph analyzed to Phet online lab graphs	Complete NB page #15	Choose two students to share their answers with class
Friday	<p> I am learning about acceleration</p> <p>✓ I can create and analyze velocity vs. time graphs</p> <p>✓</p>	Phet Graphing to show combined motion	Review acceleration graphs			Quiz	

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**key literacy strategies*