

# Westside High School - Weekly Plan to Align Lessons (Week At a Glance)

Subject: Physics Date(s): 3/4 - /8

|   |  |   |  |   |   |
|---|--|---|--|---|---|
| SP6. Obtain, evaluate, and communicate information about nuclear changes of matter and related technological applications. a. Develop and use models to explain, compare, and contrast nuclear processes including radioactive decay, fission, and fusion. b. Construct an argument to compare and contrast mechanisms and characteristics of radioactive decay. (Clarification statement: Include alpha, beta, and gamma decays and their effects.) c. Develop and use mathematical models and representations to calculate the amount of substance present after a given amount of time based on its half-life and relate this to the law of conservation of mass and energy Assessment: <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Unit Test <input checked="" type="checkbox"/> Project <input checked="" type="checkbox"/> Lab <input checked="" type="checkbox"/> None |  |   |  |   |   |
|   | Learning Target<br>(What)                                | Opening<br>(10 - 15 Mins)   | Work-Session<br>(20 - 25 mins)   | Closing<br>(5 - 10 mins)                              | Criteria for Success<br>(How)   |
|   |  | (Include at least one/two Formatives*in any part of the lesson as needed) |  |   |   |
| Monday -  | I can distinguish between alpha, beta, gamma decay       | BLOCK SCHEDULE A:   | Alpha, beta, gamma, decay notes, video, discussion, problems<br>Students complete practice problems in pairs and individually; check | Alpha, beta, gamma decay class property charts posted | <input type="checkbox"/> Can I follow procedure to safely collect data?<br><input type="checkbox"/> Can I use data collected to solve for potential and kinetic energies?<br><input type="checkbox"/> Can I distinguish between alpha, beta, and gamma decay?<br><input type="checkbox"/> Can I explain the difference between fission and fusion?<br><br>Tool(s) for Criteria Success:<br><br><input type="checkbox"/> Rubric<br><input checked="" type="checkbox"/> Self-Assessment<br><input type="checkbox"/> Checklist<br><input checked="" type="checkbox"/> Peer Assessment<br><input checked="" type="checkbox"/> Exemplars/Non-Exemplars |
| Tuesday   | I can distinguish between alpha, beta, gamma decay       | BLOCK SCHEDULE B:   | Alpha, beta, gamma, decay notes, video, discussion, problems<br>Students complete practice problems in pairs and individually; check | Alpha, beta, gamma decay class property charts posted |   |
| Wednesday   | I can explain and demonstrate concepts of nuclear energy | BLOCK SCHEDULE A:<br>Student questions for review                         | Nuclear Energy Test  | Electrostatics vocabulary                             |   |
| Thursday  | I can explain and demonstrate concepts of nuclear energy | UPDATE: Early Release<br>Review questions                                 | Complete nuclear energy assignments and review   | Student questions                                     |   |

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| Friday | I can discuss the impact of Nuclear Energy |  | Asynchronous Learning- Watch Video of Nuclear Energy Debate and submit questions |  | <input type="checkbox"/> Other: _____ |
|--------|--|--|--|--|---------------------------------------|

\* ☒ Exit Ticket/Final Stretch Check   ☒ Electronic Tools   ☐ Dry Erase Boards – quick checks   ☒ Turn & Talk Discussion (verbal responses)   ☒ Teacher Observation – document Clipboard  
☐ Quick Write/Draw   ☒ Annotation   ☐ Extended Writing   ☐ Socratic Seminar   ☐ Jigsaw   ☐ Thinking Maps   ☒ Worked Examples   ☐ Other : \_\_\_\_\_