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 16-20, 2024

ALL RESOURSES 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** X **Unit Test** ☐ **Project** ☐ **Lab** ☐ **None**

	Pre-Teaching Learning Target Success Criteria 1 Success Criteria 2	**Activation of Learning** *(5 min)* • Do Now • Quick Write* • Think/Pair/Share • Polls • Notice/Wonder • Number Talks • Engaging Video • Open-Ended Question	**Focused Instruction** *(10 min)* ***I DO*** • Think Aloud • Visuals • Demonstration • Analogies* • Worked Examples • Nearpod Activity • Mnemonic Devices*	**Guided Instruction** *(10 min)* ***WE DO*** • Socratic Seminar * • Call/Response • Probing Questions • Graphic Organizer • Nearpod Activity • Digital Whiteboard	**Collaborative Learning** *(10 min)* ***Y'ALL DO*** • Jigsaw* • Discussions* • Expert Groups • Labs • Stations • Think/Pair/Share • Create Visuals • Gallery Walk	**Independent Learning** *(10 min)* ***YOU DO*** • Written Response* • Digital Portfolio • Presentation • Canvas Assignment • Choice Board • Independent Project • Portfolio	**Closing** *(5 min)* • Group Discussion • Exit Ticket • 3-2-1 • Parking Lot • Journaling* • Nearpod
Monday	**I am learning about acceleration** **I can solve acceleration problems**	Acceleration video- Solve for final velocity		Review acceleration problem set up and steps		Students complete acceleration problem worksheet; turn in for check/grade	Review steps to problem solving
Tuesday	**I am learning about acceleration** I can collect and analyze data	Watch recorded video of lab set up and trial runs – What is the goal of the lab? What data are you collecting to meet goal?		Go over procedure for lab, answer preliminary questions	Complete lab procedure and data collection	Complete lab procedure and data collection Begin lab analysis	Clean up and return lab supplies -

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	related to acceleration ✅						
Wednesday	🎯 **I am learning about acceleration** ✅ I can collect and analyze data related to acceleration ✅	Review lab data collected. Was data collected the expected data?		Discuss required analysis and conclusions of lab		Complete graphing and analysis of lab	Complete lab questions as ticket out the door
Thursday	🎯 **I am learning about acceleration** ✅ I can create and analyze velocity vs. time graphs ✅	Use graphs made in lab to discuss features of acceleration graphs	Graphing velocity vs time notes	Use data to create graphs	Compare completed graphs, answer guided questions about graphing		Find slope of graphs
Friday	🎯 **I am learning about acceleration** ✅ I can create and analyze velocity vs. time graphs ✅	Create graph based on motion story of acceleration		Review/discuss graphs completed in previous lesson	In pairs, complete motion graphing matching activity		Each group shares 1-2 matches

**key literacy strategies*