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 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** I can collect and analyze data	Acceleration graph of negative velocity		Review acceleration velocity vs time graphing principles with guided questiosn	In pairs, students analyze motion graphs and answer questions		- Class discussion – share misconceptions

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	related to acceleration ✅						
Wednesday	🎯 **I am learning about acceleration** ✅ I can collect and analyze data related to acceleration ✅	Acceleration graph of changing direction		Review acceleration velocity vs time graphing principles with guided questiosn	In pairs, students analyze motion graphs and answer questions		- Class discussion – share tips and tricks to understanding
Thursday	🎯 **I am learning about acceleration** ✅ I can create and analyze velocity vs. time graphs ✅	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	🎯 **I am learning about acceleration** ✅ I can create and analyze velocity vs. time graphs ✅	Phet Graphing to show combined motion	Review acceleration graphs			Quiz	

**key literacy strategies*