

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 9-13, 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>*I DO</i>	Guided Instruction (10 min) <i>*WE DO</i>	Collaborative Learning (10 min) <i>*Y'ALL DO</i>	Independent Learning (10 min) <i>*YOU DO</i>	Closing (5 min)
	<ul style="list-style-type: none"> Learning Target <input checked="" type="checkbox"/> Success Criteria 1 <input checked="" type="checkbox"/> 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	<ul style="list-style-type: none"> I am learning about velocity <input checked="" type="checkbox"/> I can explain unit concepts <input checked="" type="checkbox"/> 	Velocity problem to match graph			Students complete review and write own sample questions	Students complete review and write own sample questions	Share questions
Tuesday	<ul style="list-style-type: none"> I am learning about acceleration <input checked="" type="checkbox"/> I can explain unit concepts <input checked="" type="checkbox"/> 	Velocity matching questions as intro	Review using Kahoot/Plickers	Review using Kahoot/Plickers			Use student-made questions as exit ticket

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Wednesday	<p> I am learning about acceleration</p> <p><input checked="" type="checkbox"/> I can explain unit concepts</p> <p><input checked="" type="checkbox"/></p>	Last minute questions	Test	Test	Test		
Thursday	<p> I am learning about acceleration</p> <p><input checked="" type="checkbox"/> I can identify objects that are accelerating</p> <p><input checked="" type="checkbox"/></p>	Acceleration phenomenon video and discussion	Acceleration notes, discussion and sample problems	Solve sample problems			Check work with teacher
Friday	<p> I am learning about acceleration</p> <p><input checked="" type="checkbox"/> I can solve acceleration problems</p> <p><input checked="" type="checkbox"/></p>	Review units for acceleration and variables in equation			Complete practice problem set	Complete practice problem set	Review problem solving steps

**key literacy strategies*