

# Physics Accelerated - Overview

Content Area: **Science**  
Course(s): **PHYSICS A, Physics ACC**  
Time Period: **Full Year Course**  
Length: **Full Year Course**  
Status: **Published**

## Cover

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### **EAST BRUNSWICK PUBLIC SCHOOLS**

**East Brunswick New Jersey**

#### **Superintendent of Schools**

Dr. Victor P. Valeski

**Science**

**Physics Accelerated**

Course Number: 1127

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**Course Adoption: 4/21/1986**

**Curriculum Adoption: 8/25/1994**

## Course Overview

Academic Physics introduces students to the study of everyday physical phenomena and provides an insight into the nature of the universe. Emphasis is placed on observing and analyzing the relationships between physical quantities and developing explanations of phenomena both qualitatively and quantitatively. Students study motion, vectors, force, momentum, energy, and universal gravitation. They examine the basic laws of electricity and magnetism, and relationships of waves, sound and optics. In addition to the study of physics content topics, students develop laboratory skills through investigation and experimentation which enhances the student's experience with using data-acquisition equipment, measuring physical quantities, estimating, analyzing errors, organizing data, and interpreting data. In general, students develop their ability to think critically in this algebra-based physics course. Students taking this course develop a foundation in basic physics concepts that prepares them for further academic pursuits in science and application to everyday life.

Prerequisites for this course are: Academic or Honors Chemistry and Algebra II.

## Modifications

Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Differentiating instruction and providing multiple ways to assess allows more flexibility for students to meet the standards and requirements of the class. Below are samples of the types of adaptations/modifications that may occur for students based on need including ELLs, students with a 504 Plan, Special Education, Basic Skills and Gifted and Talented students.

### Adaptations/Modifications:

<p style="text-align: center;"><b>Input</b></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Use different visual aids,</li> <li>• Plan more concrete examples,</li> <li>• Provide hands-on activities,</li> <li>• Place students in cooperative groups.</li> </ul>	<p style="text-align: center;"><b>Output</b></p> <p>Adapt how the learner can respond to instruction.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Allow a verbal vs. written response,</li> <li>• Use a communication book for students,</li> <li>• Allow students to show knowledge with hands-on materials.</li> </ul>	<p style="text-align: center;"><b>Time</b></p> <p>Adapt the time allotted and allowed for learning, task completion or testing.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Individualize a timeline for completing a task,</li> <li>• Pace learning differently (increase or decrease) for some learners.</li> </ul>
<p style="text-align: center;"><b>Difficulty</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i></p>	<p style="text-align: center;"><b>Level of Support</b></p> <p>Increase the amount of personal assistance with specific learner.</p> <p><i>For example:</i></p>	<p style="text-align: center;"><b>Size</b></p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i></p>

<ul style="list-style-type: none"> <li>• Simplify task directions.</li> <li>• Use of calculator.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.</li> </ul>	<ul style="list-style-type: none"> <li>• Reduce the number of vocabulary words a learner must learn at any one time.</li> </ul>
<p><b>Degree of Participation</b> Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Allow for small group/individual presentations vs. presentations to the whole class.</li> </ul>	<p><b>Alternate Goals</b> Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Students in the same class are expected to either write a paragraph, write a bulleted response, or meet with the teacher to provide a verbal response.</li> </ul>	<p><b>Substitute Curriculum</b> Provide differentiated instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>• Individualize a timeline for completing a task, pace learning differently (increase or decrease) for some learners,</li> <li>• Use of Learning Ally.</li> </ul>

## Materials and Resources

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Foundation of Physics

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## Content Specific Standards

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SCI.HS.PS1.A	Structure and Properties of Matter
SCI.HS.PS2.A	Forces and Motion
SCI.HS.PS2.B	Types of Interactions
SCI.HS.PS3.A	Definitions of Energy
SCI.HS.PS3.B	Conservation of Energy and Energy Transfer
SCI.HS.PS3.C	Relationship Between Energy and Forces
SCI.HS.PS3.D	Energy in Chemical Processes
SCI.HS.PS4.A	Wave Properties
SCI.HS.PS4.B	Electromagnetic Radiation

SCI.HS.PS4.C	Information Technologies and Instrumentation
SCI.HS.ESS1.A	The Universe and Its Stars
SCI.HS.ESS1.B	Earth and the Solar System
SCI.HS.ESS2.A	Earth Materials and Systems
SCI.HS.ESS2.D	Weather and Climate
SCI.HS.ETS1.A	Defining and Delimiting Engineering Problems
SCI.HS.ETS1.A	Delimiting Engineering Problems
SCI.HS.ETS1.B	Developing Possible Solutions
SCI.HS.ETS1.C	Optimizing the Design Solution
SCI.HS-ESS1-2	Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.
SCI.HS-ESS1-4	Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.
SCI.HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
SCI.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
SCI.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
SCI.HS-ETS1-4	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
SCI.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
SCI.HS-ETS1	Engineering Design
SCI.HS-PS2-3	Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.
SCI.HS-PS2-4	Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.
SCI.HS-PS3-3	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
SCI.HS-PS2	Motion and Stability: Forces and Interactions
SCI.HS-PS4-2	Evaluate questions about the advantages of using a digital transmission and storage of information.
SCI.HS-PS3-2	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
SCI.HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
SCI.HS-PS3-1	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
SCI.HS-PS2-6	Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
SCI.HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the

	mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
SCI.HS-PS2-5	Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
SCI.HS-PS3	Energy
SCI.HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
SCI.HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.
SCI.HS-PS4-4	Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.
SCI.HS-PS3-5	Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.
SCI.HS-PS4-5	Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.
SCI.HS-PS4	Waves and Their Applications in Technologies for Information Transfer
SCI.HS-PS4-3	Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.
	Stability and Change
	Cause and Effect
	Systems and System Models
	Energy and Matter
	Structure and Function
	Planning and Carrying Out Investigations
	Constructing Explanations and Designing Solutions
	Obtaining, Evaluating, and Communicating Information
	Scale, Proportion, and Quantity
	Developing and Using Models
	Asking Questions and Defining Problems
	Patterns
	Engaging in Argument from Evidence
	Analyzing and Interpreting Data

## **Interdisciplinary Standards**

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LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
LA.RST.9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and

phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
LA.RST.9-10.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
LA.RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
LA.RST.9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
MA.K-12.1	Make sense of problems and persevere in solving them.
MA.K-12.2	Reason abstractly and quantitatively.
MA.K-12.3	Construct viable arguments and critique the reasoning of others.
MA.K-12.4	Model with mathematics.
MA.K-12.5	Use appropriate tools strategically.
MA.K-12.6	Attend to precision.
MA.K-12.7	Look for and make use of structure.
MA.K-12.8	Look for and express regularity in repeated reasoning.

## **21st Century Life and Career Ready Practice Standards**

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CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to

pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP11.1

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Technology Standards

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TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D

Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.12

Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.12.A

The Nature of Technology: Creativity and Innovation: Technology systems impact every aspect of the world in which we live.

TECH.8.2.12.B

Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.12.C

Design: The design process is a systematic approach to solving problems.

TECH.8.2.12.D

Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

TECH.8.2.12.E

Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.



## Pacing Guide

<b>Marking Period 1</b>		
<b>Topic</b>	<b>Pacing (blocks)</b>	<b>Assessment Examples</b>
Describing Motion (Constant Velocity)	3-4	Constant motion graph/slope analysis lab Quiz
Describing Motion (Acceleration)	3-4	Graphs analysis and basic calculation quiz Unit test, motion
Forces and Newton's Laws	4	Free-body diagram quiz Unit test
Calculating Forces and Net Force Expressions	4-5	Free-body diagram/Fnet expression quiz
Vector introduction and 2D Dynamics (foundational)	2-3	Checkup quiz: vector calculations Unit test
<b>Marking Period 2</b>		
<b>Topic</b>	<b>Pacing (blocks)</b>	<b>Assessment Examples</b>
Circular Motion	4-5	Checkup Quiz: Free-body diagram of $F_c$ Unit test
Momentum and Impulse	6-7	Checkup Quiz: impulse and momentum calculations Unit test
Work and Energy	6-7	Checkup Quiz: Calculating energy types and total mechanical energy Unit test
End of semester 1 design lab	3	Project document rubric
<b>Marking Period 3</b>		
<b>Topic</b>	<b>Pacing (blocks)</b>	<b>Assessment Examples</b>
Simple Harmonic Motion/ Oscillations	4	Unit test
Electric Charge and Forces	4-5	Unit test
Electric Fields and Energy	5-6	Unit test
Electric Current and circuits	4-5	Checkup Quiz: Series and parallel basic calcs Unit test
<b>Marking Period 4</b>		
<b>Topic</b>	<b>Pacing (blocks)</b>	<b>Assessment Examples</b>
Magnetism	6-7	Checkup Quiz: Right hand rules Unit test
Waves	3-4	Checkup Quiz: Wave properties and calculations
Sound	4-5	Unit test: Waves and sound

Light and Optics	5-6	Checkup Quiz: drawing reflected rays Checkup Quiz: Snell's Law/Refraction Unit test
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## Formative and Summative Assessment

Teachers utilize a variety of methods for assessment including:

	<b>Unit Tests and Quizzes</b>	<b>Labs, Projects &amp; Classwork</b>	<b>Lab Assessments</b>	<b>Homework</b>
Category Criteria	Individual assessments based on specific or general content knowledge.	Any group work primarily completed in class to be checked and/or graded for completion.	Individual assessments based on group lab work. Lab data and other notes may sometimes be used.	Any work assigned to be completed outside of the classroom.

All students take a common Midterm and Final Exam.

## Grading and Evaluation Guidelines

Marking period grades for Academic Physics will be determined using the following weighting:

- Assessments: 60%
- Assignments: 40%

A point system is used within each grading category so that assessments with a higher point value make a more significant contribution to that category's grade.

The final grade for the course is a weighted average of the four marking period grades and exams (midterm and final). The following weightings are used in this calculation:

- Marking period 1: 20%
- Marking period 2: 20%
- Midterm exam: 10%
- Marking period 3: 20%
- Marking period 4: 20%
- Final exam: 10%

The content, teaching strategies, common assessments, and student results for this course are evaluated annually.

## **Other Details**

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Course Number: 1127

School where class is offered: East Brunswick High School

Grade level: 11-12

### **SCED: 03151 Physics (Academic)**

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.