**OUACHITA PARISH LESSON PLANS 11-12 TH GRADE SUBJECT: Physics**

**TITLE: Lesson 14 \_\_\_\_\_\_\_\_\_**

**DATE: \_\_\_ Periods Taught: 3rd**

**ASSIGNMENTS:**

Homework: Problem Set #14 (1-20) & Curveball Questions #1-5

**STANDARD OR STRAND/BENCHMARK:**

7. Relate gravitational force to mass and distance (PS-H-E1)

See list at the front of the Lesson Plan Binder for the accommodations for special students.

**Time**

22. Increase time to complete assignment/test

23. Limit amt. of work /test length

24. Allow breaks during work/tests

25. Provide cues for transition in activities

**Test/Quizzes**

26. Prior notice of tests

27. Limited multiple choice

28. Extra time – tests

29. Pace long term projects

30. Preview test procedures

31. Student writes on tests

32. Objective tests

33. Extra time – projects

34. Rephrase test questions/directions

35. Test study guide

36. Shortened tasks

37. Extra credit options

38. Extra response time

39. Simplify test wording

40. Hands-on-projects

41. Extra time-written work

42. Modified tests

43. Retest/test read aloud

**ACCOMMODATIONS FOR SPECIAL STUDENTS:**

**Environment**

1. Assign preferential Seating
2. Provide daily assignment list
3. Provide individualized instruction/test
4. Provide small group instruction/test
5. Assign peer tutors/work buddies/ note takers
6. Provide desktop list of tasks
7. Provide homework lists
8. Modify student’s schedule

**Instruction**

1. Modify assignments as needed
2. Utilize oral responses to assignments/tests
3. Read class materials orally
4. Provide study outlines/guides
5. Provide students to obtain and demonstrate

knowledge through use of calculators, tape

recorders, word processors, other

**Materials**

14. Shorten assignments

15. Use text/worksheets at modified reading level

16. Alter format of material on page

17. Modify/repeat/model directions

18. Utilize large print/Braille/recorded books

19. Color code materials

20. Transferred answers

21. Assistive technology (sound field)

**SPECIAL STRATEGIES:**

**LEARNING OBJECTIVE(S):**

TLW understand free-body diagrams.

TLW understand elevator problems.

**MATERIALS:**

Physics Textbook

SMART Board Presentation

Graphing Calculator

**ACTIVITIES:**

1. TLW read part of an article about improving their science ACT sub-score.
2. TTW define new terminology: free-body diagrams.
3. TTW demonstrate how to use knowledge of free-body diagrams in one example.
4. TTW define new terminology: elevator problems.
5. TTW demonstrate how to use knowledge of elevator problems in three examples.
6. TLW begin Problem Set #14 and the teacher will answer any remaining questions.

**TECHNOLOGY**: SMART Board, GC

**ASSESSMENT FORMAT**

**-Informal:** questions posed to class

**-Formal:**

**-Alternative:**

**-Higher Order Thinking Questions/ Objectives:** Why is the apparent weight larger if you are going up in an elevator and smaller if you are going down in an elevator?