

# Honors Freshman Physics Curriculum Map

2020

updated 8/1/2020

| <u>Unit</u>                      | <u>Topics</u>   | <u>Time Frame</u> |
|----------------------------------|---|-------------------|
| Preparatory Skills and Practices | <ul style="list-style-type: none"><li><input type="checkbox"/> Experiments and Variables</li><li><input type="checkbox"/> Proportional Reasoning</li><li><input type="checkbox"/> Using Graphs (Intercepts and Slopes)</li><li><input type="checkbox"/> Visualizing Relationships (Graphical Relationships)</li></ul>   | 2 weeks           |
| Describing Motion (Kinematics)   | <ul style="list-style-type: none"><li><input type="checkbox"/> Describing Motion with Words</li><li><input type="checkbox"/> Describing Motion with Diagrams</li><li><input type="checkbox"/> Position vs. Time Graphs</li><li><input type="checkbox"/> Velocity vs. Time Graphs</li><li><input type="checkbox"/> Free-Fall and Acceleration due to Gravity</li><li><input type="checkbox"/> Describing Motion with Equations</li></ul> | 8 weeks           |
| Newton's Laws                    | <ul style="list-style-type: none"><li><input type="checkbox"/> Newton's First Law</li><li><input type="checkbox"/> Force and its Representation</li><li><input type="checkbox"/> Newton's Second Law</li><li><input type="checkbox"/> Newton's Third Law</li></ul>  | 8 weeks           |
| Work and Energy                  | <ul style="list-style-type: none"><li><input type="checkbox"/> Basic Terminology and Concepts</li><li><input type="checkbox"/> The Work-Energy Relationship</li></ul>   | 6 weeks           |
| Momentum                         | <ul style="list-style-type: none"><li><input type="checkbox"/> The Impulse-Momentum Change Theorem</li><li><input type="checkbox"/> The Law of Momentum Conservation</li></ul>  | 5 weeks           |
| UCM and Gravitation              | <ul style="list-style-type: none"><li><input type="checkbox"/> Motion Characteristics for Circular Motion</li><li><input type="checkbox"/> Applications of Circular Motion</li><li><input type="checkbox"/> Universal Gravitation</li></ul>   | 6 weeks           |
| Waves                            | <ul style="list-style-type: none"><li><input type="checkbox"/> Vibrations</li><li><input type="checkbox"/> The Nature of a Wave</li><li><input type="checkbox"/> Properties of a Wave</li><li><input type="checkbox"/> Behavior of Waves</li><li><input type="checkbox"/> Standing Waves</li></ul>  | 4 weeks           |

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## Preliminary Unit Summary: Physics Skills and Practices

The study of physics involves understanding the relationships between physical quantities. The laws of physics are governed by many equations that explain why objects and systems behave the way they do. Physicists conduct controlled experiments in order to determine whether physical quantities are dependent on one another. Devising an experiment in which only two variables will be involved is a paramount skill in physics. Once an experiment is properly performed, data must be analyzed. Graphing is an essential skill when trying to determine whether variables are related and, if they are, specifically how are they related. Students will examine some of the more basic relationships in this course: direct (linear), inverse, square (quadratic), square root, and inverse square. In this unit, students will design experiments when presented with a scientific question, conduct the experiment, and use a graph to determine the relationship between tested variables.

This unit will be broken into four major topics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor.

1. [Experiments and Variables](#)
2. [Proportional Reasoning](#)
3. [Using Graphs \(Slope and Intercepts\)](#)
4. [Visualizing Relationships](#)

## Essential Questions:

How do scalar measurements differ from vector measurements?  
Which aspects of an object's motion can be described using a motion diagram?  
Which aspects of an object's motion can be described using a position-time graph?  
Which aspects of an object's motion can be described using a velocity-time graph?  
How are kinematics equations and graphs used to describe an object's motion in free-fall?

## Evidence of Learning:

### **Summative/Performance Assessments (Tests/Projects = 40%)**

- [Physics Skills and Practices Assessment](#)

### **Quizzes (20%)**

Individual brief quizzes are provided in the lesson folder for each specific topic. Teachers can also use their own quizzes to assess for deeper or more specific understanding

### **Labs (30%)**

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least one lab** in which real-life equipment is utilized. Example labs can be found in [this folder](#) (more labs will be added to this folder as they are created).

- [Circumference and Diameter of a Cylinder Lab](#)
- [Mass and Volume of a Liquid Lab](#)
- [The Cost of Gasoline Lab](#)

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## Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a unit packet, which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

- [Pivot Interactives](#)
- [Desmos Graphing Activities](#)
- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

## Formative Assessments:

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

Content and structure of this course is based on the material as presented by [The Physics Classroom](#).

## Science Recommended Accommodations & Modifications for Curriculum Implementation [Accommodations and Modifications Document](#)

### STANDARDS for Learning Targets

| NGSS   | Literacy   | Cross curricular   | CTE(NJSLS 9)<br>Technology(NJSLS8)  |
|--|--|--|---|
| 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 | RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.    | Mathematics -<br>MP.2: Reason abstractly and quantitatively.   | CTE-<br>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.  |
|  | RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information  |
|  | WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | Technology-<br>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets |

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|  |  |   |
|--|--|---|
|  |  | to convey the results.  |
|  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. |
|  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |   |
|  | HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.  |   |
|  | HSA.SSE.B.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.              |   |
|  | HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.   |   |
|  | HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. |   |
|  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.   |   |
|  | HSF-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  |   |

## Sample Measurable Objectives for Lesson Planning

|   |
|---|
| Identify the independent and dependent variables from a given scientific purpose  |
| Devise a procedure that will best address a scientific purpose  |
| Select the best representation of a graph that will be used to address a scientific purpose                                     |
| Identify quantities from a data set that follow a pattern of proportionality  |
| Identify a proportionality from a data set and predict a value outside of the data range  |
| Use a digital application (Demos, Excel, Graphing Calculator) to determine the type of proportionality between tested variables |
| Determine the slope (including the units) of a best-fit line  |

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Quantitatively explain the meaning of the slope of proportional graph in terms of the independent and dependent variables

Determine which data representation (table, words, equation, or graph) are unlike from a list of three or four possible representations

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## Unit 1 Summary: Describing Motion

Kinematics is a branch of physics that describes **how** objects move. How something moves can be expressed as words, measurements, diagrams, equations, and/or graphs. These descriptions can be scalar (size only) or vector (size and direction) in nature. In this unit, students will learn the major kinematics terms (distance, displacement, speed, velocity, and acceleration) and how they are used to describe the motion of an object. This unit will emphasize the importance of using motion diagrams, graphical analysis, and equations to describe and predict the motion of an object. Students will use a combination of student inquiry, data collection, simulation work, and video analysis to strengthen their conceptual understanding of these terms as they pertain to motion.

This unit will be broken into six major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The links below will take the user to a folder that consists of presentations, worksheets, formative questions, and section quizzes for each major unit section.

1. [Describing Motion with Words](#)
2. [Describing Motion with Diagrams](#)
3. [Describing Motion with Position-Time Graphs](#)
4. [Describing Motion with Velocity-Time Graphs](#)
5. [Free Fall and Acceleration Due to Gravity](#)
6. [Describing Motion with Equations](#)

### Essential Questions:

- How do scalar measurements differ from vector measurements?
- Which aspects of an object's motion can be described using a motion diagram?
- Which aspects of an object's motion can be described using a position-time graph?
- Which aspects of an object's motion can be described using a velocity-time graph?
- How are kinematics equations and graphs used to describe an object's motion in free-fall?

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## Evidence of Learning:

### Summative/Performance Assessments (Tests/Projects = 40%)

- [Kinematics: Terms and Diagrams](#)
- [Kinematics: Graphical Analysis](#)
- [Kinematics: Freefall and Mathematical Analysis](#)

### Quizzes (20%)

Individual brief quizzes are provided in the lesson folder for each specific topic. Teachers can also use their own quizzes to assess for deeper or more specific understanding

### Labs (30%)

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least three labs** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: Describing Motion with Words](#)
- [Labs for Topic 2: Describing Motion with Diagrams](#)
- [Labs for Topic 3: Describing Motion with Position-Time Graphs](#)
- [Labs for Topic 4: Describing Motion with Velocity-Time Graphs](#)
- [Labs for Topic 5: Free Fall and Acceleration Due to Gravity](#)
- [Labs for Topic 6: Describing Motion with Equations](#)

### Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Practice examples will be based on a [workbook](#) provided by the Physics Classroom. Other materials that can be used include, but are not limited to:

- [Pivot Interactives](#)
- [Desmos Graphing Activities](#)
- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

### Formative Assessments:

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

Content and structure of this course is based on the material as presented by [The Physics Classroom](#).

## Science Recommended Accommodations & Modifications for Curriculum Implementation

[Accommodations and Modifications Document](#)

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| STANDARDS for Learning Targets   |  |  |  |
|--|--|--|--|
| NGSS   | Literacy   | Cross curricular   | CTE(NJSLS 9)<br>Technology(NJSLS8)   |
| 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 | RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.    | Mathematics -<br>MP.2: Reason abstractly and quantitatively.   | CTE-<br>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.   |
|  | RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information   |
|  | WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | Technology-<br>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|  |  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |
|  |  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |  |
|  |  | HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.  |  |
|  |  | HSA.SSE.B.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  |  |
|  |  | HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.   |  |
|  |  | HSA.CED.A.2: Create equations in two   |  |

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|  |   |
|--|---|
|  | or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.                                     |
|  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.  |
|  | HSF-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. |

## Sample Measurable Objectives for Lesson Planning

|   |
|---|
| Determine whether a mathematically described quantity is scalar or vector                             |
| Determine the distance traveled and displacement of an object   |
| Determine the average speed and/or velocity of a moving object for a given time interval              |
| Determine whether an object is accelerating   |
| Determine the size and direction of an object's acceleration from motion data                         |
| Construct a diagram to accurately depict motion   |
| Use a motion diagram to describe how an object is moving (direction, type, and relative size)         |
| Use a vector diagram to determine whether an object is accelerating                                   |
| Use a vector diagram to determine the direction of an object's acceleration                           |
| Determine the direction of an object's motion from a position-time graph                              |
| Determine whether an object is at rest, constant velocity, or accelerating from a position-time graph |
| Calculate the velocity of a moving object from a position-time graph                                  |
| Determine the direction of an object's motion from a velocity-time graph                              |
| Determine whether an object is at rest, constant velocity, or accelerating from a velocity-time graph |
| Calculate the acceleration of a moving object from a velocity-time graph                              |
| Determine the displacement of a moving object from a velocity-time graph                              |
| Describe the characteristics of a true free-falling object  |
| Describe the acceleration due to gravity  |
| Describe the motion of free-falling objects using position-time and velocity-time graphs              |
| Determine the displacement and speed of a free-falling object based on the time it has been falling   |
| Explain that mass does not play a role in free fall   |
| Describe the effects of air resistance on free-falling objects  |
| Describe the motion of objects using equations  |
| Solve kinematics problems using appropriate equations   |



Apply kinematics equations to objects in free fall

## Unit 2 Summary: Newton's Laws

Newton's Laws describe *why* an object is moving in a particular way. In this unit, students will learn the concept of force as a push or a pull and the major types of forces. This unit will examine in full detail each of Newton's Three laws of motion. These laws are commonly misunderstood and often lead to faulty conclusions in explaining the behavior (i.e. forces sustain motion) of an object or a system of objects. In order to fully understand why an object moves the way it does, students will learn how to select an object of interest, identify all external forces acting on that object, and construct a force diagram to represent the interactions that will lead to the changes in motion of the object. By the conclusion of this unit, students will be expected to be able to make qualitative and quantitative predictions about how an object will move as it interacts with its surroundings. Students will use a combination of student inquiry, data collection, simulation work, and video analysis in order to observe each of Newton's Laws in action in order to correct previous misconceptions and to learn how to use mechanics as a problem solving tool when studying advanced situations.

This unit will be broken into four major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The number of days for each lesson is indicated in parentheses.

1. [Newton's First Law of Motion](#)
2. [Force and its Representation](#)
3. [Newton's Second Law of Motion](#)
4. [Newton's Third Law of Motion](#)

### Essential Questions:

How does inertia relate to an object's motion?  
What is a force and how can it be represented in a diagram?  
Which aspects of an object's motion are related to force?  
How do Newton's laws explain the principles of force and motion?

### Evidence of Learning:

#### Summative/Performance Assessments (Tests/Projects = 40%)

- [Newton's Laws: Inertia and Force Representations](#)
- [Newton's Laws: Second and Third Laws](#)

#### Quizzes (20%)

#### Labs (30%)

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least three labs** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: Newton's First Law of Motion](#)
- [Labs for Topic 2: Force and its Representation](#)
- [Labs for Topic 3: Newton's Second Law of Motion](#)
- [Labs for Topic 4: Newton's Third Law of Motion](#)

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## Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a [unit packet](#), which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

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- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

## Formative Assessments:

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

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## [Science Recommended Accommodations & Modifications for Curriculum Implementation](#) [Accommodations and Modifications Document](#)

### STANDARDS for Learning Targets

| NGSS   | Literacy   | Cross curricular   | CTE(NJSLS 9)<br>Technology(NJSLS8)  |
|--|--|--|---|
| 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 | RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.    | Mathematics -<br>MP.2: Reason abstractly and quantitatively.   | CTE-<br>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.  |
|  | RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information  |
|  | WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in | Technology-<br>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, |

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|  |  |   |
|--|--|---|
|  | graphs and data displays.  | charts and data from all worksheets to convey the results.  |
|  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results. |
|  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |   |
|  | HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.  |   |
|  | HSA.SSE.B.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.              |   |
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|  | HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. |   |
|  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.   |   |
|  | HSF-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.  |   |

## Sample Measurable Objectives for Lesson Planning

- Predict the future motion of an object when provided with or without an unbalanced force
- Use the concept of inertia to predict the motion of a light object compared to a heavy object
- Predict whether an object will accelerate when provided with forces that are applied to it
- List the individual forces acting on an object from a written description of the object's motion
- Construct a free-body diagram for an object from a written description of the object's motion

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| Use a force diagram to determine the net force acting on an object   |
| Use Newton's Second Law to calculate the acceleration of an object, given the object's mass and size of the net force  |
| Calculate an object's acceleration when multiple forces are acting upon it   |
| Calculate individual forces acting on an object when provided with the object's mass and kinematic data                |
| Calculate the acceleration of objects that fall in the air and compare them to objects that fall freely                |
| Calculate the acceleration and/or individual forces acting on an object when multiple objects interact with each other |
| Describe Newton's Third Law of Motion  |
| Identify action-reaction force pairs in an interaction between a group of objects                                      |

## Unit 3 Summary: Work and Energy

In this unit, students will learn the concepts of work, mechanical energy, and power. Students will learn the different types of mechanical energy and to differentiate between open and closed systems. This unit will focus on students analyzing situations and determining if work was done and how energy was transferred. Students will use a combination of student inquiry, data collection, simulation work, and video analysis to strengthen their conceptual understanding of work and energy.

This unit will be broken into four major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The number of days for each lesson is indicated in parentheses.

1. [Basic Terminology and Concepts](#)
2. [The Work-Energy Relationship](#)

### Essential Questions:

When is work done on an object?  
How are work and power related?  
What are the major forms of energy?  
What factors influence the potential and kinetic energy of an object?  
How is energy conserved when changing from one form to another?

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## Evidence of Learning:

### Summative/Performance Assessments (Tests/Projects = 40%)

- [Work and Energy](#)

### Quizzes (20%)

### Labs (30%)

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least two labs** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: Basic Terminology and Concepts](#)
- [Labs for Topic 2: The Work-Energy Relationship](#)

### Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a [unit packet](#), which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

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- [Physics Interactives](#)
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### Formative Assessments:

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## Resources

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## Science Recommended Accommodations & Modifications for Curriculum Implementation

### [Accommodations and Modifications Document](#)

## STANDARDS for Learning Targets

| NGSS  | Literacy   | Cross curricular  | CTE(NJSLS 9)<br>Technology(NJSLS8)   |
|---|--|---|--|
| 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 | SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest | Mathematics-<br>MP.2: Reason abstractly and quantitatively. | CTE-<br>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. |

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|                              |  |  |  |  |
|------------------------------|--|--|--|--|
| out of the system are known. | 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 positions of particles (objects). | WHST.9-12.7: 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 | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information   |
|                              |  |  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | Technology-8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|                              |  |  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |
|                              |  |  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |  |

## Sample Measurable Objectives for Lesson Planning

|  |
|--|
| Describe work in terms of force and displacement   |
| Calculate work done in given situations  |
| Describe potential energy as energy stored due to position   |
| Differentiate between gravitational potential energy and elastic potential energy                                      |
| Calculate an object's potential energy   |
| Describe kinetic energy as energy due to an object's motion  |
| Calculate an object's kinetic energy   |
| Describe mechanical energy as the energy acquired when work is done on the object                                      |
| Describe power as the rate at which work is done   |
| Characterize forces as internal or external based on their ability to do work  |
| Determine the change in mechanical energy of a system experiencing external forces                                     |
| Determine the change in position and/or velocity of an object that is experiencing only internal (conservative) forces |

## Unit 4 Summary: Momentum

In this unit, students will learn the concepts of impulse and momentum. Students will study interactions between objects when momentum changes and when momentum is conserved. Students will apply Newton's Laws to collisions and apply impulse and momentum concepts to real world situations. Students will use a combination of student inquiry, data collection, simulation work, and video analysis to strengthen their conceptual understanding of momentum and impulse.

This unit will be broken into four major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The number of days for each lesson is indicated in parentheses.

1. [The Impulse-Momentum Change Theorem](#)
2. [The Law of Momentum Conservation](#)

### Essential Questions:

What is momentum?  
How can the momentum of an object be changed?  
How does momentum change during collisions?  
Does the law of conservation of momentum apply to explosions?  
How can impulse and momentum be applied to everyday situations?

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## Evidence of Learning:

Summative/Performance Assessments (Tests/Projects = 40%)

- [Momentum](#)

Quizzes (20%)

Labs (30%)

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least two labs** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: The Impulse-Momentum Change Theorem](#)
- [Labs for Topic 2: The Law of Momentum Conservation](#)

Practice (Homework/Classwork =10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a [unit packet](#), which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

- [Pivot Interactives](#)
- [Desmos Graphing Activities](#)
- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

**Formative Assessments:**

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

Content and structure of this course is based on the material as presented by [The Physics Classroom](#).

## Science Recommended Accommodations & Modifications for Curriculum Implementation

[Accommodations and Modifications Document](#)

### STANDARDS for Learning Targets

| NGSS  | Literacy   | Cross curricular  | CTE(NJSLS 9)<br>Technology(NJSLS8)  |
|---|--|---|---|
| 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. | WHST.11-12.7: 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 | Mathematics - MP.2: Reason abstractly and quantitatively. | CTE- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. |

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| on the subject, demonstrating understanding of the subject under investigation.  |  |  |
| 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. | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information   |
|  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | Technology-<br>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |
|  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |  |
|  | HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.   |  |
|  | HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.   |  |
|  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.   |  |

## Sample Measurable Objectives for Lesson Planning

|   |
|---|
| Describe momentum as how difficult it is to bring an object to rest or “mass in motion” |
| Calculate the momentum of an object   |
| Describe impulse in terms of momentum change and force                                  |
| Solve for missing variables using the impulse-momentum equation                         |
| Apply impulse-momentum theorem to real world situations                                 |
| Apply Newton’s Laws to collisions   |

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# Honors Freshman Physics Curriculum Map

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| Explain that the total momentum of a closed system remains constant                      |
| Calculate for missing variables using a momentum table                                   |
| Identify if a system is isolated   |
| Solve problems involving conservation of momentum  |
| Describe qualitatively the expected result of an interaction using momentum conservation |
| Apply momentum conservation to explosions  |

## Unit 5 Summary: Uniform Circular Motion and Gravitation

In this unit, students will learn that the same concepts and principles that are used to describe linear motion can be used to describe the motion of an object moving in a circular path. In this unit, students will learn the major circular motion terms and how they are used to describe the motion of an object in a circular path. Students will use a combination of student inquiry, data collection, simulation work, and video analysis to strengthen their conceptual understanding of circular motion.

This unit will be broken into four major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The number of days for each lesson is indicated in parentheses.

1. [Motion Characteristics for Circular Motion](#)
2. [Applications of Circular Motion](#)
3. [Universal Gravitation](#)

### Essential Questions:

- What are the properties of an object moving in a circular path?
  - How is uniform circular motion described?
- What force causes an object to move in a circular path?
  - What factors affect centripetal force?
- What is universal gravitation and what factors affect it?

# Honors Freshman Physics Curriculum Map

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## Evidence of Learning:

### Summative/Performance Assessments (Tests/Projects = 40%)

- [UCM and Gravitation Unit Test](#)

### Quizzes (20%)

### Labs (30%)

LLab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least one lab** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: Motion Characteristics for Circular Motion](#)
- [Labs for Topic 2: Applications of Circular Motion](#)
- [Labs for Topic 3: Universal Gravitation](#)

### Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a [unit packet](#), which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

- [Pivot Interactives](#)
- [Desmos Graphing Activities](#)
- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

### Formative Assessments:

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

Content and structure of this course is based on the material as presented by [The Physics Classroom](#).

## Science Recommended Accommodations & Modifications for Curriculum Implementation

### [Accommodations and Modifications Document](#)

## STANDARDS for Learning Targets

| NGSS  | Literacy  | Cross curricular  | CTE(NJSL8 9)<br>Technology(NJSL8)   |
|---|---|---|---|
| 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 | RST.11-12.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. | Mathematics - MP.2: Reason abstractly and quantitatively. | CTE- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data. |

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| acceleration   |  |  |  |
| 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. | RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | MP.4: Model with mathematics.  | 9.3.ST-ET.2 Display and communicate STEM information   |
|  | WHST.11-12.9: Draw evidence from informational texts to support analysis, reflection, and research.  | HSN.Q.A.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. | Technology-8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|  |  | HSN.Q.A.2: Define appropriate quantities for the purpose of descriptive modeling.  | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |
|  |  | HSN.Q.A.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.   |  |
|  |  | HSA.SSE.A.1: Interpret expressions that represent a quantity in terms of its context.  |  |
|  |  | HSA.SSE.B.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.  |  |
|  |  | HSA.CED.A.1: Create equations and inequalities in one variable and use them to solve problems.   |  |
|  |  | HSA.CED.A.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.   |  |
|  |  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.   |  |
|  |  | HSF-IF.C.7: Graph functions expressed symbolically and show key features of the graph, by in hand  |  |

in simple cases and using technology for more complicated cases.

## Sample Measurable Objectives for Lesson Planning

|  |
|--|
| Describe the speed and velocity of an object moving in a uniform circular path                                     |
| Explain why object moving in a circular path is always accelerating  |
| Explain the presence of a centripetal force using Newton's Laws of motion  |
| Determine if a force will cause an object's speed to change  |
| Apply the law of inertia to disprove the presence of a "centrifugal force"   |
| Solve for the speed, acceleration, and centripetal force of an object moving in a circular path                    |
| Use a free-body diagram to determine the centripetal force, acceleration and individual forces acting on an object |
| Analyze the forces acting on a rider at different positions on a roller coaster                                    |
| Use force concepts to explain the feelings of weightlessness and heaviness during a roller coaster ride            |
| Apply circular motion concepts to athletics  |
| Describe the factors that affect the force of gravity  |
| Use Newton's Law of Gravitation to solve for the gravitational force acting on an object                           |
| Describe the factors that affect gravitational field   |

## Unit 6 Summary: Waves

In this unit, students will learn the properties of oscillating objects. Students will study the behavior of pendulums, springs, and waves. In this unit students will learn major terms associated with oscillatory motion (restoring force, amplitude, wavelength, frequency, and period) and use those terms to describe the motion of oscillating objects. Students will use a combination of student inquiry, data collection, simulation work, and video analysis to strengthen their conceptual understanding of these terms as they pertain to waves.

This unit will be broken into four major topics with varying numbers of subtopics. Each lesson will be supplemented with various activities and labs that will be selected by the individual instructor. The number of days for each lesson is indicated in parentheses.

1. [Vibrations](#)
2. [The Nature of a Wave](#)
3. [Properties of a Wave](#)
4. [Behavior of Waves](#)
5. [Standing Waves](#)

## Essential Questions:

- What are the properties of an object in vibrational motion?
- How do force and energy apply to vibrational motion?
- What factors affect the period of a vibrating object?
- What are the defining characteristics of wave motion?
- What are the properties of waves?
- How do waves interact with each other?
- What is a standing wave and how are they formed?

## Evidence of Learning:

### Summative/Performance Assessments (Tests/Projects = 40%)

- [Waves: Vibrations and Wave Basics](#)
- [Waves: Behavior of Waves](#)

### Quizzes (20%)

### Labs (30%)

Lab work will involve data collection using traditional data collection methods, sensor collection, video analysis, and/or simulation based material. Classes should conduct **at least two labs** in which real-life equipment is utilized. More labs will be added to this folder as they are created.

- [Labs for Topic 1: Vibrations](#)
- [Labs for Topic 2: The Nature of a Wave](#)
- [Labs for Topic 3: Properties of a Wave](#)
- [Labs for Topic 4: Behavior of Waves](#)
- [Labs for Topic 5: Standing Waves](#)

### Practice (Homework/Classwork = 10%)

Classwork will involve questioning techniques utilizing a variety of strategies. Student learning will be monitored using responder systems, whiteboard responses, and student polling. The usage of [Concept Builders](#) will be used for students and instructors to gauge student performance on conceptual tasks. Students will be provided with a [unit packet](#), which will be modified over time to help work with conceptual examples. Other materials that can be used include, but are not limited to:

- [Pivot Interactives](#)
- [Desmos Graphing Activities](#)
- [Physics Interactives](#)
- [Physics Aviary Tasks](#)

### Formative Assessments:

Student progress will be assessed on a daily basis through **Objective Checkpoint** questions embedded in the lesson presentations. Concept Builders will be used at the conclusion of lessons (as homework or classwork) to check for individual student mastery. Small quizzes should be administered after every lesson or couple of lessons.

## Resources

Content and structure of this course is based on the material as presented by [The Physics Classroom](#).

# Honors Freshman Physics Curriculum Map

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**Science Recommended Accommodations & Modifications for Curriculum Implementation**  
[Accommodations and Modifications Document](#)

## STANDARDS for Learning Targets

| NGSS   | Literacy   | Cross curricular  | CTE( <a href="#">NJSLs 9</a> )<br>Technology( <a href="#">NJSLs8</a> )   |
|--|--|---|--|
| HS-PS4-1.: Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media. | RST.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. | Mathematics -<br>MP.2: Reason abstractly and quantitatively.  | CTE-<br>9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.   |
|  |  | MP.4: Model with mathematics  | 9.3.ST-ET.2 Display and communicate STEM information   |
|  |  | HSA-SSE.A.1: Interpret expressions that represent a quantity in terms of its context.   | Technology-<br>8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|  |  | HSA-SSE.B.3: Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. | 8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.  |
|  |  | HSA.CED.A.4: Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.                              |  |

## Sample Measurable Objectives for Lesson Planning

|  |
|--|
| Describe vibrational motion in terms of restoring force and equilibrium position   |
| Determine the period, frequency, and amplitude of a vibrating object               |
| Describe the restoring force acting on a pendulum                                  |
| Describe the energy changes that occur throughout the motion of a pendulum         |
| Identify the factors that affect the period of a pendulum                          |
| Describe the restoring force acting on a mass on a spring                          |
| Describe the energy changes that occur throughout the motion of a mass on a spring |
| Identify the factors that affect the period of a mass on a spring                  |

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| Describe a wave as a disturbance that transfers energy                     |
| Categorize waves as longitudinal or transverse                             |
| Identify the parts of transverse and longitudinal waves                    |
| Define period and frequency  |
| Calculate period and frequency   |
| Relate the amplitude of a wave to the energy it carries                    |
| Identify the variables that affect the speed of a wave                     |
| Describe the speed of a wave in terms of period, frequency, and wavelength |
| Calculate the speed of a wave using the wave equation                      |
| Describe the behavior of a wave when it encounters a boundary              |
| Define and describe reflection, refraction, and diffraction of waves       |
| Describe constructive and destructive interference of waves                |
| Describe the Doppler Effect  |
| Compare and contrast a traveling wave pattern and a standing wave pattern  |
| Describe how standing waves are formed                                     |
| Identify the nodes and antinodes in a standing wave                        |
| Identify the harmonic of a standing wave pattern                           |
| Calculate the wavelength of a standing wave                                |