

AGENDAS FOR THE WEEK:

February 17 - February 21

	<b>MONDAY</b> <b>TEACHER WORK</b> <b>DAY</b>	<b>TUESDAY (B)</b> <b>ASSESSMENT</b> <b>DAY/SUBBING FOR CT</b>	<b>WEDNESDAY (A)</b> 9:00 – 10:30 <b>ROLLER COASTER BUILD</b> <b>DAY</b>	<b>THURSDAY (B)</b> 1:24 – 2:54 <b>ROLLER COASTER</b> <b>BUILD DAY</b>	<b>FRIDAY (A)</b> 9:00 – 10:30
		<b>Objective(s): SWBAT</b> * Manipulate formulas of Work, Energy, and Power * Use multiple formulas to solve Work, Energy, and Power problems	<b>Objective(s): SWBAT</b> * have time to construct their paper roller coasters and test parts to make sure they work	<b>Objective(s): SWBAT</b> * have time to construct their paper roller coasters and test parts to make sure they work	<b>Objective(s): SWBAT</b> * Manipulate formulas of Work, Energy, and Power * Use multiple formulas to solve Work, Energy, and Power problems
<b>P</b>		Students do a Level 5 warm-up Energy calculation in their journals  <i>Warm-Up Q: If a water balloon is dropped off a building and hits the ground with a velocity of 10.5 m/s, how tall is the building?</i>	Students complete a warmup in their journals considering the physics of a loop on a roller coaster  <i>Warm-Up Q: What limitations do you need to consider for your loop? Can your loop be taller than your marble's starting position?</i>	Students complete a warmup in their journals considering the physics of a loop on a roller coaster  <i>Warm-Up Q: What limitations do you need to consider for your loop? Can your loop be taller than your marble's starting position?</i>	Students complete their Warm-Up Question in their journals  <i>Warm-Up Q: TBD</i>
<b>L</b>		Students complete a <b>Writing Prompt</b>  Students complete a <b>Quizizz Review</b> over Work, Energy, and Power.  Students complete their assessment for the Energy Unit  Start Roller Coaster project	Students work on cutting and assembling the parts for their roller coasters  Teacher roams the room to ensure students are on task, making sure they're making progress to be able to finish on time, and helping in assembly when needed	Students work on cutting and assembling the parts for their roller coasters  Teacher roams the room to ensure students are on task, making sure they're making progress to be able to finish on time, and helping in assembly when needed	Students practice and review some questions from the Energy Unit  Rest of time devoted to building and hopefully finishing their roller coasters
<b>A</b>					
<b>N</b>		<b>Evaluate and Summary</b> * Student progress evaluated throughout review and assessment	<b>Evaluate and Summary</b> * Student progress evaluated by how much progress they make constructing their coasters	<b>Evaluate and Summary</b> * Student progress evaluated by how much progress they make constructing their coasters	<b>Evaluate and Summary</b> * Student progress evaluated throughout the review and assembly time