

Section 2 ■ Acceleration

Schedule

Block Schedule: 1.5 sessions (■ denotes activities recommended for block schedule.)
Single Periods: 3 sessions

Objectives

3. Define acceleration.
4. Predict what effect acceleration will have on motion.

National Standards
UCP3, A1, B2

Motivate

- Section Focus Transparency 2, **TCR** (Transparency Master and Study Guide, p. 45, **CRB**)

Teach

- _____ Visual Learning, pp. 637, 640, **TWE**
- _____ Use Science Words, p. 637, **TWE**
- _____ Science Journal, p. 637, **TWE**
- _____ Quick Demo, p. 637, **TWE**
- _____ Math Skills Activity, p. 638
- _____ Activity, p. 638, **TWE**
- _____ Inclusion Strategies, p. 638, **TWE**
- _____ Extension, p. 638, **TWE**
- _____ Curriculum Connection, p. 639, **TWE**
- _____ Teacher FYI, p. 639, **TWE**
- _____ MiniLAB: Modeling Acceleration, p. 639 (MiniLAB Worksheet, p. 4, **CRB**)
- _____ Content Outline for Teaching, Section 2 (Note-taking Worksheet, pp. 33–34, **CRB**)
- Teaching Transparency, **TCR** (Transparency Master and Study Guide, pp. 47–48, **CRB**)
- _____ Laboratory Activity 2, pp. 13–15, **CRB**
- _____ Spanish Resources, Section 2, **CRB**

Assess

- Section Assessment, p. 640
- _____ Skill Builder Activities, p. 640
- _____ Performance Assessment in the Science Classroom, pp. 97, 111, **TCR**

Reteach/Reinforce

- Directed Reading for Content Mastery, p. 20, **CRB**
- _____ Spanish Directed Reading for Content Mastery, p. 24, **CRB**
- Reinforcement, p. 28, **CRB**

Enrich/Apply

- _____ Enrichment, p. 31, **CRB**

Multimedia Options

- _____ Vocabulary Puzzlemaker Software, Ch. 21
- _____ Guided Reading Audio Program (English & Spanish), Ch. 21
- _____ Using the Internet in the Science Classroom, **TCR**
- _____ Science Web site: science.glencoe.com