

Year Long Pilot

Discover the Difference

Is the Year Long Pilot right for you?

Are you...

- Exploring curricula for a district-wide adoption?
- Looking for a comprehensive 3D physics program?
- Wanting to experience the full PEER Physics suite?
- Looking to make a data-driven decisions?

Consider the Year Long Trial!

Overview

- One year access to digital pilot student materials
- Web-based resources (anchoring phenomena, assessments, differentiation tools & more)
- Curriculum-driven professional learning
- Virtual support and follow up

Details

- Who: Teachers trying PEER Physics to inform adoption decisions
- What: Try PEER Physics for an entire year (curriculum and PL).
- When: The 2025-2026 school year
 - **Summer Institute** — 2-days virtually in July (dates TBD)
 - **Virtual Year 1 PD** — Monthly 2-hour Saturday sessions (dates TBD)
- Duration: Full-year implementation (curriculum and PL)
- Cost: \$2000 for each piloting teacher
- Graduate Credit: Piloting teachers who participate in all the PL sessions and end of year reflection earn 3 graduate credits!

Next Steps

Connect with us so we can discuss your questions, learn about your goals, and put together a pilot proposal.

Reach out to Shelly

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(970)231-7567

Schedule a Meeting

TEACHER'S GUIDES

3D ASSESSMENTS

RUBRICS

ENGINEERING DESIGN

PHENOMENA

ANCHORING PHENOMENON & STORYLINE

The PEER Physics curriculum integrates storylines, anchoring phenomena, and a learning cycle approach to address the NGSS Framework. The PEER Physics anchoring phenomena are integrated to engage students with a variety of contexts and applications of physics concepts. The PEER Physics curriculum is designed to be used in a variety of ways. The PEER Physics curriculum is designed to be used in a variety of ways. The PEER Physics curriculum is designed to be used in a variety of ways.

CHAPTER 9 - WAVES WITH MATS ASSESSMENT

ANALYZING THE SOUND FROM A TRAIN

As you explored in this chapter, sounds can be characterized by their pitch and by their volume. Your instructor will show a video of a train that is approaching a railroad crossing and then traveling away from the railroad crossing, while listening to horns to alert cars that it is nearby. As you watch the video, make observations of how the sound's pitch changes from its arrival at the crossing and how the sound's volume changes from its arrival at the crossing.

In this assessment, you will analyze data about the sound from a train that is moving toward a listener and away from a listener to make claims about the properties of the sound change.

Position (m)	Frequency (Hz)
A	100.00
B	100.00
C	100.00
D	100.00
E	100.00
F	100.00
G	100.00
H	100.00
I	100.00

CHAPTER 9 - WAVES WITH MATS ASSESSMENT - RUBRIC

Assessment Grade:	Comments:
4	
3	
2	
1	

ENGINEERING DESIGN CHALLENGE

energy

TOPIC: VEHICLE EFFICIENCY

Most of the transportation vehicles in the United States and their fuels that only gasoline, which is known as a fossil fuel. Gas, coal, and petroleum-based energy sources for gasoline are called "fossil" fuels because they are formed from the remains of plants that lived and died millions of years ago. The infographic below illustrates this process.

Since it takes **millions of years** for fossil fuels to form, these sources of energy aren't considered "renewable," so we consume much more than that is created over time. In fact, we use about 100 million barrels of oil every day. The amount of oil that we use is about 1% of the country's petroleum gas production in that year, with the rest being provided mostly by industrial sources (such as batteries) or electricity-generating systems. The pie chart from the website of the Environmental Protection Agency (EPA) shows this in greater detail.

PEER Physics

force

Should seatbelts be required on school buses?

The topic of mandating seat belts on school buses has been up for debate in the United States for years. Some states have already mandated seat belts, but others have either mandated them or have not. **SEAT BELTS SAVE LIVES.** So why aren't seat belts required on school buses? Perhaps it's an amalgamation of a number of one might initially think. Throughout Chapter 9, you will see how many physics concepts in seat belts and passenger safety. By the end of the chapter, you will see your understanding of force and motion to make a recommendation about whether seat belts should be mandated on school buses.

Before getting started with the chapter investigations:

1. Watch the clip from the video: <https://www.youtube.com/watch?v=3D8L8888888>
2. Read the newspaper article: <https://www.nytimes.com/2018/01/15/us/politics/seat-belts-school-buses.html>
3. Read the newspaper article: <https://www.nytimes.com/2018/01/15/us/politics/seat-belts-school-buses.html>
4. Respond to the Launching Questions

Launching Questions

Costs	Benefits