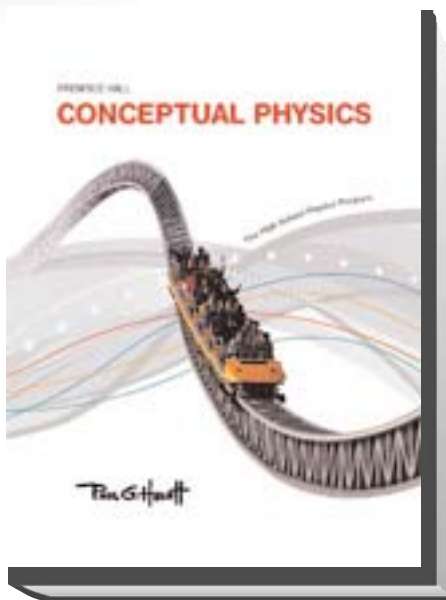


High School

Prentice Hall

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C O R R E L A T E D T O
Oregon Science Academic Content Standards
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PEARSON

TEACH & LEARN • ASSESS & INFORM • DEVELOP & LEAD

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|---|---|
| P=Physical science; L=Life science; E=Earth and Space science; S=Scientific inquiry; D=Design (engineering) | |
| High School | |
| It is essential that these standards be addressed in contexts that promote scientific inquiry, use of evidence, critical thinking, making connections, and communication. | |
| H.1 Structure and Function: A system's characteristics, form, and function are attributed to the quantity, type, and nature of its components. | SE/TE: 160, 223, 236, 252-253, 312-313, 325-326, 331-336, 338-343, 356, 383, 442, 451, 556, 566-567, 743, 783-786, 788-789, 792-794, 802-807 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.10, 12.6, 13.3, 13.11, 16.5, 17.1, 17.8, 17.7, 18.5, 20.1, 22.7, 23.1, 28.2, 28.8, 28.9, 37.2, 39.1, 39.4, 39.6 |
| | TECH: <i>Go Online</i> , PHSchool.com, csa-1700, csa-3900; <i>Go Online</i> , SciLinks, csn-1707; Conceptual Physics Alive: Volumes 3, 4, 5, 6, 7, 8, 9, 10 |
| H.1P.1 Explain how atomic structure is related to the properties of elements and their position in the Periodic Table. Explain how the composition of the nucleus is related to isotopes and radioactivity. | SE/TE: 325-326, 331-336, 338-343, 783-786, 788-789, 792-794, 802-807 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 17.1, 17.7, 39.1, 39.4, 39.6 |
| | TECH: <i>Go Online</i> , PHSchool.com, csa-1700, csa-3900; <i>Go Online</i> , SciLinks, csn-1707; Conceptual Physics Alive: Volumes 5, 8 |
| H.1P.2 Describe how different types and strengths of bonds affect the physical and chemical properties of compounds. | SE/TE: 334, 743 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 17.8, 37.2 |
| | TECH: Conceptual Physics Alive: Volumes 5, 10 |
| H.1L.1 Compare and contrast the four types of organic macromolecules. Explain how they compose the cellular structures of organisms and are involved in critical cellular processes. | SE/TE: 160 |

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| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual: Section: 9.10 |
| | TECH: Conceptual Physics Alive: Volume 3 |
| H.1L.2 Describe the chemical structure of DNA and its relationship to chromosomes. Explain the role of DNA in protein synthesis. | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 330, 801 |
| H.1L.3 Explain and apply laws of heredity and their relationship to the structure and function of DNA. | <i>Opportunities to address this standard can be found on the following pages:</i> SE/TE: 330, 801 |
| H.1L.4 Explain how cellular processes and cellular differentiation are regulated both internally and externally in response to the environments in which they exist. | SE/TE: 356, 451, 556 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 18.5, 23.1, 28.2 |
| | TECH: Conceptual Physics Alive: Volumes 7, 9 |
| H.1E.1 Classify the bodies in our solar system based on properties and composition. Describe attributes of our galaxy and evidence for multiple galaxies in the universe. | SE/TE: 223, 236, 252-253, 312-313 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 12.6, 13.3, 13.11, 16.5 |
| | TECH: Conceptual Physics Alive: Volumes 3, 4, 5 |
| H.1E.2 Describe the structure and composition of Earth's atmosphere, geosphere, and hydrosphere. | SE/TE: 383, 442, 566-567 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 20.1, 22.7, 28.8, 28.9 |
| | TECH: Conceptual Physics Alive: Volumes 6, 7, 9 |

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| H.2 Interaction and Change: The components in a system can interact in dynamic ways that may result in change. In systems, changes occur with a flow of energy and/or transfer of matter. | SE/TE: 12-22, 23-27, 28-39, 40-45, 46-60, 61-67, 68-79, 80-85, 86-97, 98-105, 106-116, 117-123, 124-136, 137-143, 144-163, 164-169, 170-180, 181-187, 188-204, 205-211, 212-225, 226-231, 232-254, 255-261, 262-275, 305-306, 328, 406-422, 423-429, 430-443, 444-449, 450-461, 462-467, 468-478, 481, 482-487, 566-571, 732-733, 796-798, 815, 824, 829 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 2.1-2.5, 3.1-3.6, 4.1-4.9, 5.1-5.6, 6.1-6.7, 7.1-7.7, 8.1-8.6, 9.1-9.11, 10.1-10.5, 11.1-11.7, 12.1-12.6, 13.1-13.11, 14.1-14.6, 16.2, 17.3, 21.1-21.9, 22.1-22.7, 23.1-23.8, 24.1-24.5, 24.7, 28.9, 28.10, 36.9, 39.8, 39.9, 40.4, 40.8 |
| | TECH: <i>Go Online</i> , PHSchool.com, csp-1097, csa-0900, csa-2100, csa-2200, csa-2300, csa-2400, csa-0200, csa-0300, csa-0400, csa-0500, csp-0506, csa-0600, csa-0700, csa-0800, csp-1085, csa-1000, csa-1100, csa-1200, csa-1300, csp-1305, csa-1400, csn-1406; <i>Go Online</i> , SciLinks, csn-0904, csn-2106, csn-2308, csn-0306, csn-0407, csn-0501, csn-0607, csn-0703, csn-0804, csn-1003, csn-1005, csn-1103, csn-1205, csn-1310, csn-1311, csn-2207; Conceptual Physics Alive: Volumes 1, 2, 3, 4, 5, 7, 8, 9, 10 |
| H.2P.1 Explain how chemical reactions result from the making and breaking of bonds in a process that absorbs or releases energy. Explain how the rate of a chemical reaction is affected by temperature, pressure, and concentration. | SE/TE: 148, 154, 159-160, 305 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.4, 9.7, 9.9, 9.10, 16.2 |
| | TECH: Conceptual Physics Alive: Volumes 3, 5 |
| H.2P.2 Explain how physical and chemical changes demonstrate the law of conservation of mass. | Opportunities to address this standard can be found on the following page: SE/TE: 154 |
| H.2P.3 Describe the interactions of energy and matter including the law of conservation of energy. | SE/TE: 144-162, 164-169, 305-306, 406-422, 423-429, 430-441, 444-449, 450-461, 462-467, 468-478, 482-487 |

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| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.1-9.11, 16.2, 21.1-21.9, 22.1-22.7, 23.1-23.8, 24.1-24.5 |
| | TECH: <i>Go Online</i> , PHSchool.com, csp-1097, csa-0900, csa-2100, csa-2200, csa-2300, csa-2400; <i>Go Online</i> , SciLinks, csn-0904, csn-2106, csn-2308; Conceptual Physics Alive: Volume 3, 5, 7 |
| H.2P.4 Apply the laws of motion and gravitation to describe the interaction of forces acting on an object and the resultant motion. | SE/TE: 12-22, 23-27, 28-39, 40-45, 46-60, 61-67, 68-79, 80-85, 86-97, 98-105, 106-116, 117-123, 124-136, 137-143, 144-147, 155-157, 164-167, 170-180, 181-187, 188-204, 205-211, 212-225, 226-231, 232-254, 255-261, 262-275, 276-281 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 2.1-2.5, 3.1-3.6, 4.1-4.9, 5.1-5.6, 6.1-6.7, 7.1-7.7, 8.1-8.6, 9.1, 9.2, 9.8, 10.1-10.5, 11.1-11.7, 12.1-12.6, 13.1-13.11, 14.1-14.6 |
| | TECH: <i>Go Online</i> , PHSchool.com, csa-0200, csa-0300, csa-0400, csa-0500, csp-0506, csa-0600, csa-0700, csa-0800, csp-1085, csa-0900, csp-1097, csa-1000, csa-1100, csa-1200, csa-1300, csp-1305, csa-1400, csn-1406; <i>Go Online</i> , SciLinks, csn-0306, csn-0407, csn-0501, csn-0607, csn-0703, csn-0804, csn-1003, csn-1005, csn-1103, csn-1205, csn-1310, csn-1311; Conceptual Physics Alive: Volumes 1, 2, 3, 4 |
| H.2L.1 Explain how energy and chemical elements pass through systems. Describe how chemical elements are combined and recombined in different ways as they cycle through the various levels of organization in biological systems. | SE/TE: 144, 154, 160-161, 328 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.7, 9.10, 9.11, 17.3 |
| | TECH: Conceptual Physics Alive: Volumes 3, 5 |
| H.2L.2 Explain how ecosystems change in response to disturbances and interactions. Analyze the relationships among biotic and abiotic factors in ecosystems. | SE/TE: 441-443, 481 |

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| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 22.7, 24.7 |
| | TECH: <i>Go Online</i> , SciLinks, csn-2207; Conceptual Physics Alive: Volume 7 |
| H.2L.3 Describe how asexual and sexual reproduction affect genetic diversity. | Opportunities to address this standard can be found on the following pages: SE/TE: 323, 356, 405, 556 |
| H.2L.4 Explain how biological evolution is the consequence of the interactions of genetic variation, reproduction and inheritance, natural selection, and time. | Opportunities to address this standard can be found on the following pages: SE/TE: 323, 356, 405, 556 |
| H.2L.5 Explain how multiple lines of scientific evidence support biological evolution. | Opportunities to address this standard can be found on the following pages: SE/TE: 323, 356, 405, 556 |
| H.2E.1 Identify and predict the effect of energy sources, physical forces, and transfer processes that occur in the Earth system. Describe how matter and energy are cycled between system components over time. | SE/TE: 144, 154, 160-163, 246-248, 328, 415-416, 434, 441-443, 453, 473-474, 566-571 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.7, 9.10, 9.11, 13.9, 17.3, 21.7, 22.2, 22.3, 22.7, 23.2, 24.3, 28.8, 28.9, 28.10 |
| | TECH: <i>Go Online</i> , SciLinks, csn-2207; Conceptual Physics Alive: Volumes 3, 4, 5, 7, 9 |
| H.2E.2 Explain how Earth's atmosphere, geosphere, and hydrosphere change over time and at varying rates. Explain techniques used to elucidate the history of events on Earth. | SE/TE: 246-248, 415-416, 434, 441-443, 473-474, 481, 732-733, 796-798 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 13.9, 21.7, 22.2, 22.7, 24.3, 24.7, 36.9, 39.8, 39.9 |
| | TECH: <i>Go Online</i> , SciLinks, csn-2207; Conceptual Physics Alive: Volumes 4, 7, 8, 10 |
| H.2E.3 Describe how the universe, galaxies, stars, and planets evolve over time. | SE/TE: 223, 230, 249, 252-253 |

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| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 12.6, 13.10, 13.11 |
| | TECH: <i>Go Online</i> , SciLinks, csn-1310; Conceptual Physics Alive: Volumes 3, 4 |
| H.2E.4 Evaluate the impact of human activities on environmental quality and the sustainability of Earth systems. Describe how environmental factors influence resource management. | SE/TE: 161-163, 248, 441-443, 476, 481, 815, 824, 829 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.11, 13.9, 22.7, 24.5, 40.4, 40.8 |
| | TECH: <i>Go Online</i> , SciLinks, csn-2207; Conceptual Physics Alive: Volumes 3, 4, 7, 8 |
| H.3 Scientific Inquiry: Scientific inquiry is the investigation of the natural world by a systematic process that includes proposing a testable question or hypothesis and developing procedures for questioning, collecting, analyzing, and interpreting multiple forms of accurate and relevant data to produce justifiable evidence-based explanations and new explorations. | SE/TE: 2-4, 8-9, 12, 28, 46, 55, 68, 75, 76, 86, 88, 97, 106, 109, 124, 132, 144, 147, 170, 173, 179, 188, 190, 200, 212, 215, 232, 253, 262, 267, 282, 302, 324, 326, 344, 352, 362, 364, 369, 382, 387, 406, 409, 419, 430, 433, 435, 436, 446, 450, 455, 468, 471, 478, 490, 494, 514, 532, 539, 544, 554, 559, 563, 578, 581, 590, 602, 615, 622, 627, 632, 644, 655, 664, 680, 702, 720, 725, 740, 766, 782, 808 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.3, 1.4, 1.5, 3.1, 3.2, 3.3, 9.11, 12.6, 13.1, 13.2, 13.3, 13.4, 13.11, 14.5, 15.1, 15.2, 15.3, 16.2, 16.3, 16.4, 17.7, 24.2, 27.1, 27.2, 30.5, 31.1, 31.6, 33.6, 33.7, 36.5, 36.7, 38.8, 39.6 |
| | TECH: <i>Go Online</i> , PHSchool.com, csa-0100; <i>Go Online</i> , SciLinks, csn-0104; Conceptual Physics Alive: Volumes 1, 2, 3, 4, 5, 8, 9, 10 |
| H.3S.1 Based on observations and science principles formulate a question or hypothesis that can be investigated through the collection and analysis of relevant information. | SE/TE: 2-4, 8-9, 446 |

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| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.3, 1.5 |
| | TECH: <i>Go Online</i> , PHSchool.com, csa-0100; <i>Go Online</i> , SciLinks, csn-0104; Conceptual Physics Alive: Volume 1 |
| H.3S.2 Design and conduct a controlled experiment, field study, or other investigation to make systematic observations about the natural world, including the collection of sufficient and appropriate data. | SE/TE: 12, 28, 46, 55, 68, 75, 76, 86, 88, 97, 106, 109, 124, 132, 144, 147, 170, 173, 179, 188, 190, 200, 212, 215, 232, 253, 262, 267, 282, 302, 324, 326, 344, 352, 362, 364, 369, 382, 387, 406, 409, 419, 430, 433, 435, 436, 450, 455, 468, 471, 478, 490, 494, 514, 532, 539, 544, 554, 559, 563, 578, 581, 590, 602, 615, 622, 627, 632, 644, 655, 664, 680, 702, 720, 725, 740, 766, 782, 808 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.3, 1.4, 1.5 |
| | TECH: Conceptual Physics Alive: Volume 1 |
| H.3S.3 Analyze data and identify uncertainties. Draw a valid conclusion, explain how it is supported by the evidence, and communicate the findings of a scientific investigation. | SE/TE: 12, 28, 46, 68, 86, 88, 106, 109, 124, 144, 147, 170, 173, 188, 190, 200, 212, 215, 232, 253, 262, 282, 302, 324, 326, 344, 352, 362, 364, 369, 382, 387, 406, 409, 419, 430, 435, 436, 450, 455, 468, 471, 478, 490, 494, 514, 532, 544, 554, 559, 563, 578, 581, 602, 622, 627, 632, 644, 655, 664, 680, 702, 720, 725, 740, 766, 782, 808 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.3, 1.4, 1.5 |
| | TECH: Conceptual Physics Alive: Volume 1 |
| H.3S.4 Identify examples from the history of science that illustrate modification of scientific knowledge in light of challenges to prevailing explanations. | SE/TE: 29-33, 35, 38-39, 233-236, 254, 270-272, 283-286, 305, 307-309, 328-329, 331-332, 470, 533-535, 623-624, 767-768, 776 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 3.1, 3.2, 3.3, 13.1, 13.2, 13.3, 13.4, 13.11, 14.5, 15.1, 15.2, 15.3, 16.2, 16.3, 16.4, 17.7, 24.2, 27.1, 27.2, 31.1, 38.8 |

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| | TECH: <i>Go Online</i> , SciLinks, csn-2701, csn-3802; Conceptual Physics Alive: Volumes 2, 4, 5, 7, 8, 9 |
| H.3S.5 Explain how technological problems and advances create a demand for new scientific knowledge and how new knowledge enables the creation of new technologies. | SE/TE: 90, 161-163, 223-225, 248, 275, 518, 610-612, 634-635, 657, 673, 692, 727, 729, 745, 751, 793, 817 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 9.11, 12.6, 30.5, 31.6, 33.6, 33.7, 36.5, 36.7, 39.6 |
| | TECH: <i>Go Online</i> , SciLinks, csn-3106; Conceptual Physics Alive: Volumes 3, 8, 9, 10 |
| H.4 Engineering Design: Engineering design is a process of formulating problem statements, identifying criteria and constraints, proposing and testing possible solutions, incorporating modifications based on test data, and communicating the recommendations. | SE/TE: 5, 30, 90, 161-163, 223-225, 248, 275, 333, 518, 610-612, 634-635, 657, 673, 692, 727, 729, 745, 750-751, 756, 793, 817 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.6, 3.3, 9.11, 12.6, 30.5, 31.6, 33.6, 33.7, 34.10, 34.11, 36.5, 36.7, 37.6, 39.6 |
| | TECH: <i>Go Online</i> , SciLinks, csn-3106; Conceptual Physics Alive: Volumes 1, 2, 3, 8, 9, 10 |
| H.4D.1 Define a problem and specify criteria for a solution within specific constraints or limits based on science principles. Generate several possible solutions to a problem and use the concept of trade-offs to compare them in terms of criteria and constraints. | <i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 352 |
| H.4D.2 Create and test or otherwise analyze at least one of the more promising solutions. Collect and process relevant data. Incorporate modifications based on data from testing or other analysis. | <i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 352 |
| H.4D.3 Analyze data, identify uncertainties, and display data so that the implications for the solution being tested are clear. | <i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 352 |
| H.4D.4 Recommend a proposed solution, identify its strengths and weaknesses, and describe how it is better than alternative designs. Identify further engineering that might be done to refine the recommendations. | <i>Opportunities to address this standard can be found on the following page:</i> SE/TE: 352 |

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| H.4D.5 Describe how new technologies enable new lines of scientific inquiry and are largely responsible for changes in how people live and work. | SE/TE: 5, 90, 161-163, 223-225, 248, 275, 518, 610-612, 634-635, 657, 673, 692, 727, 729, 745, 750-751, 793, 817 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.6, 9.11, 12.6, 30.5, 31.6, 33.6, 33.7, 34.10, 34.11, 36.5, 36.7, 37.6, 39.6 |
| | TECH: <i>Go Online</i> , SciLinks, csn-3106; Conceptual Physics Alive: Volumes 1, 3, 8, 9, 10 |
| H.4D.6 Evaluate ways that ethics, public opinion, and government policy influence the work of engineers and scientists, and how the results of their work impact human society and the environment. | SE/TE: 5, 30, 333, 756 |
| | TR: See information in Chapter and Unit Tests, Overhead Transparencies With Teaching Guide, Reading and Study Workbook, Problem-Solving Exercises in Physics, Concept-Development Practice Book, Next-Time Questions, Laboratory Manual, Sections: 1.6, 3.3 |
| | TECH: Conceptual Physics Alive: Volumes 1, 2 |
| http://www.ode.state.or.us/teachlearn/subjects/science/curriculum/2009feb-adopted-k-h-science-standards.pdf | |