

FORMAT FOR CORRELATION TO THE GEORGIA PERFORMANCE STANDARDS

Subject Area: Physics I

State-Funded Course: 40.08100

Textbook Title: Active Physics CoreSelect

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The GPSs for grades K-12 Science and 9-12 Mathematics may be accessed on-line at: <http://www.georgiastandards.org/>.

<u>Standard</u> (Cite Number)	<u>Standard</u> (Cite specific standard)	<u>Where Taught</u> (If print component, cite page number; if non-print, cite appropriate location.)
SCSh1	Students will evaluate the importance of curiosity, honesty, openness, and skepticism in science.	
SCSh1 (a)	Exhibit the above traits in their own scientific activities.	94-98, 135, 184-188
SCSh1 (b)	Recognize that different explanations often can be given for the same evidence.	584, 574-575
SCSh1 (c)	Explain that further understanding of scientific problems relies on the design and execution of new experiments which may reinforce or weaken opposing explanations.	171-175, 600-601
SCSh2	Students will use standard safety practices for all classroom laboratory and field investigations.	
SCSh2 (a)	Follow correct procedures for use of scientific apparatus.	86-91, 129-134, 147-150, 512-516, 517-525
SCSh2 (b)	Demonstrate appropriate techniques in all laboratory situations.	86-91, 129-134, 147-150, 512-516, 517-525

SCSh2 (c)	Follow correct protocol for identifying and reporting safety problems and violations.	142-146, 147-150, 533-537
SCSh3	SCSh3. Students will identify and investigate problems scientifically.	
SCSh3 (a)	Suggest reasonable hypotheses for identified problems.	86-91, 147-150, 456-457
SCSh3 (b)	Develop procedures for solving scientific problems.	512-525, 86-91
SCSh3 (c)	Collect, organize and record appropriate data.	80-85, 86-93, 147-150, 171-175, 731-735, 736-739
SCSh3 (d)	Graphically compare and analyze data points and/or summary statistics.	18-25, 15-17, 176-183, 142-146, 340-345, 158-160, 214-217, 86-93, 147-150, 151-155, 239-255
SCSh3 (e)	Develop reasonable conclusions based on data collected.	94-98, 135, 171-175, 184-188, 600-601
SCSh3 (f)	Evaluate whether conclusions are reasonable by reviewing the process and checking against other available information.	171-175, 600-601
SCSh4	Students will use tools and instruments for observing, measuring, and manipulating scientific equipment and materials.	
SCSh4.a	Develop and use systematic procedures for recording and organizing information.	81-85, 208-213, 309-319, 324-325
SCSh4.b	Use technology to produce tables and graphs.	129-134, 86-93, 147-150, 151-155, 239-255

SCSh4.c	Use technology to develop, test, and revise experimental or mathematical models.	188-191, 117-121, 129-134
SCSh5	Students will demonstrate the computation and estimation skills necessary for analyzing data and developing reasonable scientific explanations.	
SCSh5.a	Trace the source on any large disparity between estimated and calculated answers to problems.	26-30, 80-85
SCSh5.b	Consider possible effects of measurement errors on calculations.	656-665, 740-747, 80-85, 147-150, 151-155, 239-255, 356, 167-170
SCSh5.c	Recognize the relationship between accuracy and precision	167-170, 80-85, 141-146, 147-150, 151-155, 239-255
SCSh5.d	Express appropriate numbers of significant figures for calculated data, using scientific notation where appropriate.	throughout 167-170
SCSh5.e	Solve scientific problems by substituting quantitative values, using dimensional analysis and/or simple algebraic formulas as appropriate.	15-25, 31-44, 56-60, 61-68, 86-93, 105-110, 117-121, 147-150, 160-166, 194-202, 429-432
SCSh6	Students will communicate scientific investigations and information clearly.	
SCSh6.a	Write clear, coherent laboratory reports related to scientific investigations.	620-621, 340-345, 86-93, 214-217, 142-146, 147-150, 156-160

SCSh6.b	Write clear, coherent accounts of current scientific issues, including possible alternative interpretations of the data.	105-121, 129-134, 151-155, 94-98, 576-586, 600-605
SCSh6.c	Use data as evidence to support scientific arguments and claims in written or oral presentations.	142-146, 147-150, 156-160, 214-217, 340-345
SCSh6.d	Participate in group discussions of scientific investigation and current scientific issues.	94-98, 396-399, 400-404, 405-410, 411-416, 463-471, 576-578, 612-619,
SCSh7	Students will analyze how scientific knowledge is developed.	147-150, 142-146, 533-537
SCSh7.a	The universe is a vast single system in which the basic principles are the same everywhere.	94-98, 135, 171-175, 184-188, 600-601
SCSh7.b	Universal principles are discovered through observation and experimental verification.	
SCSh7.c	From time to time, major shifts occur in the scientific view of how the world works. More often, however, the changes that take place in the body of scientific knowledge are small modifications of prior knowledge. Major shifts in scientific views typically occur after the observation of a new phenomenon or an insightful interpretation of existing data by an individual or research group.	567-572, 573-574, 111-116, 117-121, 129-134, 208-217
SCSh7.d	Hypotheses often cause scientists to develop new experiments that produce additional data.	94-98, 123-134
SCSh7.e	Testing, revising, and occasionally rejecting new and old theories never ends	94-98, 396-399, 400-404, 405-410, 411-416, 463-471, 576-478, 612-619,

SCSh8	Students will understand important features of the process of scientific inquiry.	
SCSh8.a	Scientific investigators control the conditions of their experiments in order to produce valuable data.	81-85, 208-213, 309-319, 324-325
SCSh8.b	Scientific researchers are expected to critically assess the quality of data including possible sources of bias in their investigations' hypotheses, observations, data analyses, and interpretation	81-85, 208-213, 309-319, 324-325
SCSh8.c	Scientists use practices such as peer review and publication to reinforce the integrity of scientific activity and reporting.	572-574, 117-121, 171-175, 600-601
SCSh8.d	The merit of a new theory is judged by how well scientific data are explained by the new theory	561-566, 94-98, 123-134
SCSh8.e	The ultimate goal of science is to develop an understanding of the natural universe which is free of biases.	
SCSh8.f	Science disciplines and traditions differ from one another in what is studied, techniques used, and outcomes sought.	78-79, 99-104, 105-110, 147-150, 117-121, 572-574

SCSh9	SCSh9. Students will enhance reading in all curriculum areas by:	
SCSh9.a	<p>Reading in All Curriculum Areas</p> <ul style="list-style-type: none"> ∞ Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas ∞ Read both informational and fictional texts in a variety of genres and modes of discourse ∞ Read technical texts related to various subject areas. 	Throughout
SCSh9.b	<p>Discussing books</p> <ul style="list-style-type: none"> ∞ Discuss messages and themes from books in all subject areas. ∞ Respond to a variety of texts in multiple modes of discourse. ∞ Relate messages and themes from one subject area to messages and themes in another area. ∞ Evaluate the merit of texts in every subject discipline. ∞ Examine author’s purpose in writing. ∞ Recognize the features of disciplinary texts 	Throughout
SCSh9.c	<p>Building vocabulary knowledge</p> <ul style="list-style-type: none"> ∞ Demonstrate an understanding of contextual vocabulary in various subjects. ∞ Use content vocabulary in writing and speaking. ∞ Explore understanding of new words found in subject area texts. 	Throughout
SCSh9.d		

<p>SP1</p> <p>SP1.a</p> <p>SP1.b</p> <p>SP1.c</p> <p>SP1.d</p> <p>SP1.e</p>	<p>Establishing context</p> <ul style="list-style-type: none"> ∞ Explore life experiences related to subject area content. ∞ Discuss in both writing and speaking how certain words are subject area related ∞ Determine strategies for finding content and contextual meaning for unknown words. <p>Students will analyze the relationships between force, mass, gravity, and the motion of objects.</p> <p>Calculate average velocity, instantaneous velocity, and acceleration in a given frame of reference.</p> <p>Compare and contrast scalar and vector quantities.</p> <p>Compare graphically and algebraically the relationships among position, velocity, acceleration, and time.</p> <p>Measure and calculate the magnitude of frictional forces and Newton’s three Laws of Motion.</p> <p>Measure and calculate the magnitude of gravitational forces.</p> <p>Measure and calculate two-dimensional</p>	<p>Throughout</p> <p>Ch 1 Act 1 and 5; Ch 2 Act 2, 7; Ch 3 Act 1-5, 6 and 9; Ch 4 Act 1, 8, 9; Ch 11 Act 2;</p> <p>Ch 1 Act 2; Ch 3 Act 5; Ch 4 Act 5, 6, 8, 9</p> <p>Ch 2 Act 2; Ch 1 Act 5; Ch 3 Act 1, 2, 4, 7, 9; Ch 4 Act 2, 8, 9</p> <p>Ch 1 Act 1, 2, 5, 6; Ch 2 Act 4, 6, 7, 8; Ch 4 Act 4, 5, 6; Ch 11 Act 2, 9</p> <p>Ch 1 Act 2; Ch 3 Act 8, 9; Ch 4 Act 4, 5, 6, 9; Ch 11 Act 3, 4, 5, 7</p>
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SP1.f	motion (projectile and circular) by using component vectors.	Ch 1 Act 9; Ch 3 Act 8, 9; Ch 4 Act 6; Ch 11 Act 4
SP1.g	Measure and calculate centripetal force.	Ch 1 Act 9; Ch 4 act 6
SP1.h	Determine the conditions required to maintain a body in a state of static equilibrium.	Ch 1 Act 2; Ch 2 Act 4,8
SP2	Students will evaluate the significance of energy in understanding the structure of matter and the universe.	
SP2.a	Relate the energy produced through fission and fusion by stars as a driving force in the universe.	Ch 9 Act 7, 9
SP2.b	Explain how the instability of radioactive isotopes results in spontaneous nuclear reactions.	Ch 9 Act 7
SP3	Students will evaluate the forms and transformations of energy.	
SP3.a	Analyze, evaluate, and apply the principle of conservation of energy and measure the components of work-energy theorem by <ul style="list-style-type: none"> • describing total energy in a closed system. • identifying different types of potential energy. • calculating kinetic energy given mass and velocity. • relating transformations between potential and kinetic energy. 	Ch 1 Act 4; Ch 3 Act 10; Ch 4 Act 2, 3, 7, 8, 9; Ch 6 Act 9; Ch 9 Act 8; Ch 11 Act 4, 6

SP3.b	Explain the relationship between matter and energy.	Ch 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12
SP3.c	Measure and calculate the vector nature of momentum.	Ch 1 Act 7; Ch 2 Act 6,7,9
SP3.d	Compare and contrast elastic and inelastic collisions.	Ch 1 Act 8; Ch 2 Act 4,8,9; Ch 11 Act 6
SP3.e	Demonstrate the factors required to produce a change in momentum.	Ch 1 act 7, 8; Ch 2 Act 6,7,9
SP3.f	Analyze the relationship between temperature, internal energy, and work done in a physical system.	Ch 4 Act 7; Ch 6 Act 9; Ch 7 Act 6,8
SP3.g	Analyze and measure power.	Ch 4 Act 7; Ch 7 Act 4,6,7,8
SP4	Students will analyze the properties and applications of waves.	
SP4.a	Explain the processes that results in the production and energy transfer of electromagnetic waves.	Ch 12 Act 4
SP4.b	Experimentally determine the behavior of waves in various media in terms of reflection, refraction, and diffraction of waves.	Ch 5 Act 4,5,6,7; Ch 9 Act 5
SP4.c	Explain the relationship between the phenomena of interference and the principle of superposition.	Ch 9 Act 5; Ch 10 Act 4; Ch 12 Act 5,6,7

SP4.d	Demonstrate the transfer of energy through different mediums by mechanical waves.	Ch 5 Act 1,2,3; Ch 10 Act 3,8; Ch 12 Act 4
SP4.e	Determine the location and nature of images formed by the reflection or refraction of light.	Ch 5 Act 5,6,7,8; Ch 12 Act 1,2,3
SP5	Students will evaluate relationships between electrical and magnetic forces.	
SP5.a	Describe the transformation of mechanical energy into electrical energy and the transmission of electrical energy.	Ch 7 Act 1-8; Ch 8 Act 1; Ch 9 Act 1
SP5.b	Determine the relationship among potential difference, current, and resistance in a direct current circuit.	Ch 7 Act 2,3,4,5
SP5.c	Determine equivalent resistances in series and parallel circuits.	Ch 7 Act 2,3,4,5
SP5.d	Determine the relationship between moving electric charges and magnetic fields.	Ch 8 Act 1-6; Ch 10 Act 1
SP6	The student will describe the corrections to Newtonian physics given by quantum mechanics and relativity when matter is very small, moving fast compared to the speed of light, or very large.	
SP6.a	Explain matter as a particle and as a wave.	Ch 9 Act 5; Ch 10 Act 3,4,6,9

SP6.b	Describe the Uncertainty Principle.	Ch 10 Act 5,6,7
SP6.c	Explain the differences in time, space, and mass measurements by two observers when one is in a frame of reference moving at constant velocity parallel to one of the coordinate axes of the other observer's frame of reference if the constant velocity is greater than one tenth the speed of light.	Ch 10 Act 5,6,7,8
SP6.d	Describe the gravitational field surrounding a large mass and its effect on a ray of light.	Ch 10 Act 2, 6,7,9