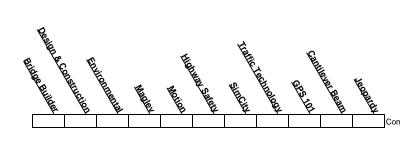


Grade 11/12

MATH - Grades 11/12 - Numerical and Proportional Reasoning The number system extends from natural numbers, integers, rational numbers and real numbers to include the set of complex numbers. √ v V √ v v V V V Compare and contrast the properties of numbers and number systems including rational, real and complex numbers. v Select and use an appropriate form of number (integer, fraction, decimal, ratio, percent, exponential, scientific notation, irrational, complex) to solve practical problems involving V V √ √ √ √ V √ V √ order, magnitude, measures, labels, locations and scales. √ V V V √ V V V V √ Use field properties (closure, associative, commutative, distributive, identity, and inverse) to justify mathematical procedures. 1 Judge the effects of computations with powers and roots on the magnitude of results. J 1 Operations such as addition and multiplication can be applied to objects such as vectors and matrices that are not numbers. Recognize vectors and matrices as systems that have some, but not all, of the properties of real numbers. v V √ V V V V √ -Use and explain procedures for performing operations with complex numbers, matrices, determinants, logarithms and exponents. 1 √ √ √ √ √ 1 √ 1 MATH - Grades 11/12 - Algebraic Reasoning A wide variety of functions can be used to model real world situations. Describe and compare properties and classes of functions including exponential, polynomial, rational, logarithmic and trigonometric. <u>ا</u> √ √ √ V V Use tables, graphs, and formulas to model exponential growth and decay. 1 1 1 √ √ Analyze essential relations in a problem to determine possible functions that could model the situation. √ √ √ 1 Recognize that the slope of the tangent line to a curve represents the rate of change. V √ V 1 Understand and use optimization strategies including linear programming. Functions can be viewed as objects on which operations can be performed. Relate the graphical representation of a parabola to a quadratic function and find intercepts, maximum or minimum values and line of symmetry. √ √ √ V √ V Recognize the effect of changes in parameters on the graphs of functions. 1 1 1 Combine, compose, and invert common functions. Algebraic concepts can be extended from real numbers to include objects such as complex numbers, vectors, and matrices. V V Represent functions with polar coordinates and in the complex plane. V 1 1 1 Model and solve problems with vectors and matrices. MATH - Grades 11/12 - Geometry and Measurement Measurements that are not directly determined can be approximated with some degree of precision. 1 1 Use successive approximation, upper and lower bounds, and limits to solve measurement problems. 1 J v √ J 1 √ Use properties of similarity and techniques of trigonometry to make indirect measurements of lengths and angles to solve a variety of problems. √ √ √ V √ √ √ V √ A variety of coordinate systems and transformations may be used to solve geometric problems in two- and three-dimensional geometry. 1 Visualize three-dimensional objects from different perspectives and analyze cross-sections, surface area, and volume. 1 Use Cartesian, navigational, polar, and spherical systems to represent, analyze, and solve geometric and measurement problems. V V V V Represent translations, reflections, rotations, and dilations of plane figures using sketches, coordinates, vectors, function notation and matrices to examine the effects of V √ V ٧ transformations and their composites and to solve related geometric problems. MATH - Grades 11/12 - Working with Data: Probability and Statistics Statistical models can be used to describe and analyze sets of data. Investigate and solve relevant problems, using technology to collect, organize, display, and analyze data in tabular, graphical, and symbolic forms. 1 v v v √ V √. V √ √ V V Use linear and nonlinear models to formulate predictions from data √ 1 Recognize the limitations of mathematical models based on sample data as representations of real-world situations. √ V √ √ √ √ √ √ √ √ √ dentify possible correlations between variables in a data set. Discrete mathematics is an effective problem solving tool. Understand and use permutations, combinations, recursion, and mathematical induction to solve problems. -۰J √ √ √ Solve problems using finite graphs. Probability distributions can be used to make statistical inferences. Explore the characteristics and applications of the normal distribution and standardized scores. Explore a variety of statistical tests such as chi-squares and t-tests and understand the meaning of hypothesis testing. Use relative frequency and expected values to represent and solve problems involving uncertainty. **TECH ED - Grades 9-12 - Economics** Students will understand the link between tech and the economy, and recognize that link as the force behind societal emergence and evolution. √ Identify how the development and production of products and services are dependent on the transformation of available resources √ Identify current global, social and economic trends, and identify their relationship to computer controlled production 1 Describe the evolution of technological enterprise and its influence on the economy, culture, society and environment;

Describe the characteristics of single ownership, corporations, companies and partnerships



Grade 11/12

Compare and contrast ways of financing an enterprise.

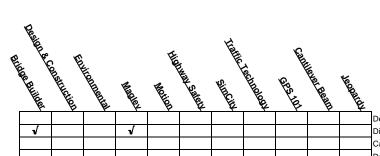
Grade 11/12

Diesian S. V.	Constituction	wittentmented	Maguer	High	ogical	Trainte	Technology	Caller GR S-101	inexter Breatt	teonardit	Below are the Connecticut Standards of Learning in Math, Technology, Social Studies, and Science and arranged by competency area and Grade. The Standards are checked (√) to identify the extent to which TRAC PAC 2 modules relate to the Connecticut Standards.
TECH	ED - G	laues									
	s will un	derstand	the imp	act that	technolo	gy has o	on the so	cial, cult	ural and	environ	mental aspects of their lives.
∕			V (Forecast trends in communications, production, transportation and the biorelated technologies, and project their potential impacts
√			√				-				Employ the input, process, output, feedback system model to their evaluation of technological impacts;
- <i>(</i>			- <i>r</i>				-				Discuss societal and industrial responsibilities for using proper hazardous waste disposal techniques.
V	50.0		√								Evaluate technologies based on their positive and negative outcomes
					Awaren			_			
	s will be		are of th	ne world	of work a	ind its fu			, diversit		ctations, trends and requirements.
_√	_ √	V			,	,	√	√		V	Identify career opportunities in the areas of transportation, communications, production, and biotechnology
	√ v				√_	_√_		,		,	Demonstrate an ability to take responsibility for their own actions.
					√	_√_		√		_√	Explain the need to be a lifelong learner.
V	√	√.	√	√	√	_√	√	√	√	√_	Exhibit appropriate behaviors in both school and work situations.
√	√	√	√	√	√	V	√	√	√	V	Define and demonstrate a personal work ethic.
√	√	√	-				√	-	_		Identify future labor market trends.
√	√		√					√	√		Prepare a preliminary career plan, with connections to high school course selections,
_ √			√		√						Develop strategies for predicting labor market needs.
								and De			
Student	s will rec	cognize	echnolo	gy as the	result o	f a creat	ive act, a	and will b	e able to	apply o	lisciplined problem-solving strategies to enhance invention and innovation.
	√	√	√	_ √		_ √	√	√	√		Use research techniques to support design development.
_ √	√	√	√		√						Develop several alternative design solutions to the same problem.
	√	√	√								Apply the descriptive statistics of average, percentage, correlation and graphing to design outcomes.
√	√	√	√								Use a communication technology to visualize a design idea
	√	√	√								Know the laws related to copyrights, trademarks and patents.
√	√	√	√								Present a design idea using multimedia technology
	√	√	√								Prepare and document a design brief.
√	√	√	√								Select appropriate technical processes and fabricate a prototype.
√	√	√	√								Design and conduct a technical experiment.
	√	√	√								Apply biological materials and processes to solve a problem.
TECH	ED - G	rades 9	9-12 - L	eaders	hip			1			
Student	s will ide	entify and	d develo	p leaders	hip attrib	outes ar	d apply	them in t	eam situ	ations.	
√			√								Apply organizational skills to classroom and laboratory activities.
			-								Develop a personal time management plan.
			√	1	√		1	1	√	V	Assume roles within a team environment commensurate with their skills and expertise.
1	1	l	v	1			1	1		,	Present information in a clear, concise and appropriate manner.
TECH	ED - G	rades.		laterial	s and F	Proces	ses	1		<u> </u>	
									ciated wi	th the n	naterial building blocks of technology.
				. 5051165		vessing √					List the techniques used to extract raw materials from the environment.
J	J.	V	√			√					Describe the physical structures and properties of materials used in technological systems.
	v √	v √	– –			v √					Classify raw materials according to their physical and mechanical properties.
V V	v √	v √				_v √	1	-			
_/	v √	v √					<u> </u>				Distinguish between organic and inorganic materials.
_/	_/					_v √					Experiment with the alteration of material characteristics, natural and artificial materials.
V /	v √		V			v √					Research, plan and participate in recycling activities.
v ∕	√	√ ∕	V			•					Identify secondary materials and processes through product analysis.
V	V	V		1		V					Produce products with raw and recycled materials by separating, forming, combining, conditioning, and finishing.



Grade 11/12

						v apply r		graphic	and elec	tronic c	ommunications techniques in processing, transmitting, receiving and organizing information.
luuem		derotana				y appiy p	Jiryoloui,	grapino			Describe electronic publishing and give examples of this technology, of the terminology associated with electronic publishing, graphic arts and computers.
											Identify and describe component functions of a microcomputer electronic publishing system.
											Apply accepted design principles of text and graphics to the layout of printed and electronically published materials.
											Operate a scanner and digitize a video image using appropriate software.
											Demonstrate skills in marketing printed products.
											Send and access information through a network.
											Design and produce a video and multimedia production.
								√			Capture a signal from an orbiting satellite.
								v √			
								v √			Transfer information using laser transmission technology.
				-				v			Communicate using fiber optic cables.
											Operate a computer-aided drafting (CAD) system.
											Generate a computer image of an object in 3D format.
								-			Render an object to include texture, density, lighting and rotational movement,
ECH	ED C	rades 9	12 E	Product	ion Su	ctome					Export and import images in a variety of forms.
							nothed-	involue d	in turn !	a	
	s will un	derstand		able to d	ernonstr	ate the r	nethods	involved	in turnir	ig raw n	naterials into usable products.
$\frac{}{}$	√		_√ _√	<u> </u>				<u> </u>			Describe the relationship between the universal systems model and production technology.
v	v		v	<u> </u>				<u> </u>		./	Differentiate between manufacturing and construction systems.
-/	√		_1	<u> </u>				<u> </u>		V	Trace the historical development of the construction industry.
<u>√</u>	v √		v								Differentiate between residential and commercial construction systems.
V	v	· /									Describe the significance of architectural drawings, specifications, and contracts in the construction industry.
-	√	√									Describe and apply the process of site selection and preparation.
<u>√</u>	v		√								Demonstrate an ability to read and interpret architectural renderings.
v			v			· .					Demo the safe and accurate use of layout, forming, separating, combining, treating, and finishing tools and procedures in building a shelter or structure.
						√ √					Identify, describe and apply the structural elements used in commercial floor, wall, and roofing systems.
						v					Identify and describe the nonstructural characteristics of plumbing, electrical systems, and environmental systems used in construction.
			<i>r</i>								Complete a cost estimation, create a critical path network, and construct a small full-scale shelter or structure.
<u>√</u>			_√				-				Discuss advanced construction systems and the role they play in future societies.
<u>√</u>			√				-			,	Discuss the problems and possibilities of construct practices in the alternative environmental colonization settings of submarine, space and extra planetary.
<u> </u>			√ ∕							V	Trace the historical evolution of manufacturing.
V			V								Discuss the advantages of environmentally conscious manufacturing.
											Demonstrate an ability to safely and accurately use the layout, form, separate, combine, treat, and finish tools and processes in manufacturing a product.
											Distinguish between custom, just-in-time and flexible manufacturing techniques.
				<u> </u>			 	<u> </u>			Generate and operate a computer numerical control (CNC) program.
							I				Describe computer-integrated manufacturing (CIM).
											Describe space industrialization and list several products that are manufactured from secondary materials produced in a microgravity environment.
		rades 9		-							
udent		derstand	transpo	ortation s	ystems	and the e	environm		d to mov		s and people, and the subsystems common to each.
٧	V	V	V	V	V	_ √	√	_ √	V	V	Identify and describe the historical innovations in the evolution of transportation systems and their impact on our society, economy and environment.
	,						<u> </u>				Understand the principles of aerodynamics.
<u>√</u>	_√	<u> </u>					<u> </u>	,			Design, fabricate, test and evaluate a land, atmospheric, marine and space transportation system.
V	√	√					ļ	_ √			Identify and explore solutions to future global transportation.
<i>,</i>		<u> </u>					ļ	L			Explore and experiment with traditional and alternative fuels.
V	√	√									Describe how pneumatic, hydraulic, mechanical and electrical energy are used in transportation systems.
		rades 9									
udent	s will de	monstrat	e the tea	chniques	of enter	prise an	d how th	ey relate	to produ	ict and	service production, economics, human and material resources, and technology.
											Design a simulated enterprise and participate in a variety of roles within the organizational structure.
V			√		√						Explore company responsibilities toward employees, community, and the environment.
-											Discuss the current and historical significance of unions.
V			V								Design a product based on customer need, available materials, tools, equipment and fiscal resources.
						1					Develop a floor diagram and flowchart.



Grade 11/12

Define and use the quality control measures of pre-inventory inspection, statistical; process control and total quality management. Discuss the required modifications if a product were to be manufactured in a nontraditional environment. Calculate the cost of producing a manufactured product and determine a retail price. Develop a marketing plan and successfully distribute a product.

TECH ED - Grades 9-12 - Engineering Design

Student	s will be	able to	apply the	e engine	ering des	ign proc	ess to achie	eve de	sired ou	utcomes	across all technology content areas.
√	√	√	√	√				√	V		Differentiate between the problem solving and engineering design processes.
√	√	√	√	√				√	V		Describe the detail design phase of the engineering design process.
√	√	√	√	√				√	√		Demonstrate an ability to complete a detail design for any given embodiment design.
√	√	√	√	√				√			Apply a variety of creativity-enhancing techniques in completing a conceptual, embodiment, and detail design solution.
√	√	√	√	V				√			Apply the full engineering design process to produce a product on time that meets all initial criteria, using appropriate tools and material resources.
	•		•							•	-



Grade 11/12

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations. Formulate historical questions and hypotheses from multiple perspectives, using multiple sources. V Evaluate data within the history, social political and economic context in which it was created, testing its credibility and evaluating its history and

					√					Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias; and
					√					Describe the multiple intersecting causes of events.
DCIAL ST	TUDIES	S - Grad	es 9-12	Local,	United	States	s and V	Norld I	listor	V V
Idents will u	use hist	torical thin	nking skill:	s to deve	lop an ui	nderstan	ding of t	the majo	r histor	ical periods, issues and trends in United States history, world history, and Connecticut and local history.
										Demo an understanding of major events and trends in world history, United States and local history from all historical periods and from all the regions of the world.
										Locate the events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location; and
					√					Explain the relationships among the events and trends studies in local, state, national and world history.
CIAL ST	TUDIES	S - Grad	es 9-12	Histor	ical Th	emes	1	1		
							s and tre	ends to e	examine	e such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand
world cam					•					
					√					Demonstrate an understanding of the ways that cultural encounters and the interaction of people of different cultures in pre-modern as well as modern times have shaped new
					-					dentities and ways of life.
										Identify various parties and analyze their interest in conflicts from selected historical periods.
										Describe, explain and analyze political, economic and social consequences that came about as the resolution of a conflict.
							√			Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies.
v v	. . .	r √	√	V	√	-/	v √	V	-/	Evaluate the economic and technological impact of the exchange of goods on societies throughout history and
<u>v v</u>	v	v	v	v	v	v	v	v	v	Explain the multiple forces and developments (cultural, political, economic and scientific) that have helped to connect the peoples of the world.
DCIAL ST		Crod		Amelia	ing Llie	10.001			1	
							king on	d histori	ool kno	wledge in their own lives and in the world in which they live.
Jents will r	recogni	ze the cor	Innuing in	iponance			iking and	u nistori		
			_					-	V	Initiate questions and hypotheses about historic events they are studying.
					√				_	Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making.
									, ,	Be active learners at cultural institutions such as, museums and historical exhibitions.
									_ √	Display empathy for people who have lived in the past; and
OCIAL ST									√ nt	Display empatiny for people who have lived in the past; and Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. overnment works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions.
									√ nt	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
					s Constit				nt nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
									√ nt	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. overnment works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. Apply an understanding of historical and contemporary conflicts over constitutional principles. Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons; and
dents will a	apply kr	nowledge	of the Uni	ted State	s Constit	tution, ho	ow the U	J.S. syste	nt nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
dents will a	apply kr	nowledge	of the Uni	ed State	s Constit √ s and R	tution, ho	ow the U	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
dents will a	apply kr	nowledge	of the Uni	ed State	s Constit √ s and R	tution, ho	ow the U	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
dents will a	apply kr	nowledge	of the Uni	ed State	s Constit √ s and R	tution, ho	ow the U	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
dents will a CIAL ST dents will d	apply kr TUDIES demons	Nowledge	of the Uni es 9-12 - wledge of	ed State	s Constit √ s and R s and res	esponsibili	ow the U	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
CIAL ST	apply kr TUDIES demons	S - Grad	es 9-12 wledge of es 9-12	Rights	s Constit √ s and R s and res and res	esponsibili v	sibilitie	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
CIAL ST	apply kr TUDIES demons	S - Grad	es 9-12 wledge of es 9-12	Rights	s Constit √ s and R s and res and res	esponsibili v	sibilitie	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
CIAL ST	apply kr TUDIES demons	S - Grad	es 9-12 wledge of es 9-12	• Rights • Rights the rights • Politic s emana √	s Constit √ s and R s and res and res	esponsibili v	sibilitie	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
dents will a CIAL ST dents will d ↓ CIAL ST	apply kr TUDIES demons	S - Grad	es 9-12 wledge of es 9-12	Rights	s Constit √ s and R s and res and res	esponsibili v	sibilitie	J.S. syste	v nt em of g	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.
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CIAL ST CIAL ST CIAL ST CIAL ST CIAL ST CIAL ST	apply kr TUDIES demons TUDIES explain	S - Grad strate knov S - Grad S - Grad that politi	of the Uni es 9-12 wledge of es 9-12 cal system es 9-12 cal system	Rights Rights the rights Politic semana √ √ √	s Constit √ s and R s and res and res and res and res and res s and res s a d a d a d a d a d a d a d a d a d a	espons ponsibili √ tems the need	ow the U sibilitie ities of c of huma	J.S. syste	o partic	Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns. overnment works and how the rule of law and the values of liberty and equality have an impact on individual, local, state and national decisions. Apply an understanding of historical and contemporary conflicts over constitutional principles. Analyze, using historical and contemporary examples, the meaning and significance of the ideal of equal protection under the law for all persons; and Explain why state and federal courts powers of judicial review reflect the United States idea of constitutional government. cipate in and shape public policy, and contribute to the maintenance of our democratic way of life. Evaluate whether or when their obligations as citizens require that their personal desires, beliefs and interests be subordinated to the public good. Establish, explain and apply criteria to eval rules and laws, and take a pos on a current policy issue and attempt to influence its formation, develop and implementation. Compare two or more constitutions and how they promote the principles of their respective political systems and provide the basis for govt. Explain how purposes served by government have implications for the individual and society; and Provide examples of legitimate authority and exercise of power without authority. Image: the stabilish and the security and well-being of their community, state and nation.
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Grade 11/12

Balidan Barry	Constituction AL STU	DIES -	Hacher	Hatian 9-12 -	Physic	sintcity al Sys	testimology	GPS-101	vilester Beam	Jeografitik	Below are the Connecticut Standards of Learning in Math, Technology, Social Studies, and Science and arranged by competency area and Grade. The Standards are checked (1) to identify the extent to which TRAC PAC 2 modules relate to the Connecticut Standards.
								sses that	t shape t	the Eartl	h's surface and its ecosystems
		√			√						Analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life.
		√			√						Evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; and
		√			√						Use geographic tools to represent and interpret Earth's physical and human systems.
				s 9-12 -							
udent	s will int	erpret s	patial pat	terns of	human n	nigration	n, econor	mic activ	ities and	I politica	al units in Connecticut, the nation and the world.
					√						Explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement.
					√						Explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales.
					√						Use geographic tools to represent and interpret Earth's physical and human systems; and
					√						Draw a freehand map demonstrating political, cultural or economic relationships.
				s 9-12 -							
udent	s will us		aphic too	Is and te		y to expl	lain the i	nteractio	ns of hu	imans a	nd the larger environment, and the evolving consequences of those interactions.
	L	√_		L	√_					ļ	Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems.
		√			√_						Create appropriate maps and other tools to solve, illustrate or answer geographic problems; and
		√			V						Apply concepts of ecosystems to understand and solve environmental problems.
				s 9-12 -							
udent	s will de	monstra	te that be	ecause h	uman, n	atural an	nd capita	l resourc	es are li	mited, i	dividuals, households, businesses and governments must make choices.
_[√	J	√	√	√	- √				Analyze the impact of economic choices on the allocation of scarce resources.
V	v	•	v	•	-	•	•				
V	v √	v	v √	√	V	٠ ٧	√				Define, defend and predict how the use of specific resources may impact the future; and
	√ AL STU	√ DIES -		√ s 9-12 -	√ Econo		√ vstems		t econor	nic deci:	Define, defend and predict how the use of specific resources may impact the future; and Analyze how technological change can affect long-range productivity.
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Grade 11/12

Design & Constantiation	Haata	Mation		Traffic-		Cantur GPS_101	ileutet Beam	Jeconauda	Below are the Connecticut Standards of Learning in Math, Technology, Social Studies, and Science and arranged by competency area and Grade. The Standards are checked (I) to identify the extent to which TRAC PAC 2 modules relate to the Connecticut Standards.
SCIENCE - G								oformed 4	o the environment as heat
Energy cannot b		troyea,	although	In many	process	es energ	y is tran	sterred t	Heat flow and work are two forms of energy transfer between systems.
	√	v	v						The work done by a heat engine that is working in a cycle is the difference between the heat flow into the engine at high temperature and the heat flow out at a lower temperature.
	√	√	√						The work done by a near engine that is working in a cycle is the unerence between the near now into the engine at night emperature and the near now out at a lower emperature.
			-						The internal energy of an object includes the energy of random motion of the object's atoms and molecules. The greater the temperature of the object, the greater the energy of
	√	V	V						motion of the atoms and molecules that make up the object.
	√	V	√						Most processes tend to decrease the order of a system over time, so that energy levels are eventually distributed more uniformly.
SCIENCE - G	rades 9-12 - V	Vaves	3						
Waves have cha	racteristic prope	rties th	at do not	depend c	on the ty	pe of way	/e		
									Waves carry energy from one place to another.
									Transverse and longitudinal waves exist in mechanical media, such as springs and ropes, and in the earth as seismic waves.
									Wavelength, frequency, and wave speed are related.
									Sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.
									Radio waves, light, and X-rays are different wavelength bands in the spectrum of electromagnetic waves whose speed in a vacuum is approximately 3 x 10 ⁸ m/s, and less when passing through other media.
									Waves have characteristic behaviors such as interference, diffraction, refraction and polarization.
				1					Beats and the Doppler Effect result from the characteristic behavior of waves.
SCIENCE - G	rades 9-12 - E	lectri	c and M	lagne <u>tio</u>	c Phen	omena	·	•	
	gnetic phenomen							i.	
	√				√				The voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors can be predicted using Ohm's law.
	√				V				Any resistive element in a DC circuit dissipates energy, which heats the resistor.
	√				V				The power in any resistive circuit element can be calculated by using the formula Power = 1 ² R.
	√				V				Charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.
	√				√				Magnetic materials and electric currents are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.
	√				√				Changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.