



PHYSICS

Principles and Problems

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STANDARDS	PAGE REFERENCES
<p>S11.A The Nature of Science</p>	
<p>S11.A.1 Reasoning and Analysis</p>	
<p>S11.A.1.1 Analyze and explain the nature of science in the search for understanding the natural world and its connection to technological systems. <i>Reference: 3.1.10.A, 3.2.10.A, 3.1.10.E</i></p>	
<p>S11.A.1.1.1 Compare and contrast scientific theories, scientific laws, and beliefs (e.g., the law of gravity, how light travels, formation of moons, stages of ecological succession).</p>	<p>Student Edition: 9-10, 93-95, 120, 175-176, 236-237, 293-296, 326-331, 390-391, 726-731, 776-783 Teacher Wraparound Edition: B 78; CD 789; IM 729</p>
<p>S11.A.1.1.2 Analyze and explain how to verify the accuracy of scientific facts, principles, theories, and laws.</p>	<p>Student Edition: 8-10, 15-18 <i>Design Your Own Physics Lab</i> 392-393, 532-533, 554-555 <i>Extreme Physics</i> 78, 188, 506 <i>Internet Physics Lab</i> 76-77 <i>MiniLab</i> 8 <i>Physics Lab</i> 218-219, 420-421 Teacher Wraparound Edition: CB 9; HSS 8; QD 5</p>

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<p>S11.A.1.1.3 Evaluate the appropriateness of research questions (e.g., testable vs. not-testable).</p>	<p>Student Edition: 8, 197, 737, 760-761 <i>Extreme Physics</i> 50, 78, 506 <i>Launch Lab</i> 119, 147, 431, 617 Teacher Wraparound Edition: CD 737; CT 123; D 78</p>
<p>S11.A.1.1.4 Explain how specific scientific knowledge or technological design concepts solve practical problems (e.g., momentum, Newton’s universal law of gravitation, tectonics, conservation of mass and energy, cell theory, theory of evolution, atomic theory, theory of relativity, Pasteur’s germ theory, relativity, heliocentric theory, ideal gas laws).</p>	<p>Student Edition: 352, 357-358, 363, 501-503, 552-553, 627 <i>Astronomy Connection</i> 466 <i>Extreme Physics</i> 792 <i>Future Technology</i> 476, 556 <i>How It Works</i> 276, 534, 582, 634, 688 <i>Technology and Society</i> 138, 220, 394, 608, 716 Teacher Wraparound Edition: CH 357; CT 354; R 628; RLP 175, 501</p>
<p>S11.A.1.1.5 Analyze or compare the use of both direct and indirect observation as means to study the world and the universe (e.g., behavior of atoms, functions of cells, birth of stars).</p>	<p>Student Edition: 8, 171-176, 216-217, 735-737, 748-759, 760-761 <i>Extreme Physics</i> 78, 188, 422 <i>Internet Physics Lab</i> 76-77 Teacher Wraparound Edition: A 9; CD 737; D 50, 78; IM 172; RLP 173</p>
<p>S11.A.1.2 Identify and analyze the scientific or technological challenges of societal issues; propose possible solutions and discuss implications. Reference: 3.2.10.A, 4.3.10.B</p>	
<p>S11.A.1.2.1 Apply and explain scientific concepts to societal issues using case studies (e.g., sea level change, spread of HIV, deforestation, environmental health, energy).</p>	<p>Student Edition: 500-501, 764-765, 811-814 <i>Extreme Physics</i> 50, 792 <i>Future Technology</i> 22, 826 <i>How It Works</i> 582, 634, 688 <i>Technology and Society</i> 220, 394, 608, 716 Teacher Wraparound Edition: CD 327; CU 814; PP 213, 764; RLP 5, 501</p>

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<p>S11.A.1.2.2</p> <p>Use case studies (e.g., Wright brothers' flying machine, Tacoma Narrows Bridge, Henry Petroski's Design Paradigms) to propose possible solutions and analyze economic and environmental implications of solutions for real-world problems.</p>	<p>Student Edition:</p> <p>14, 764-765, 812-813</p> <p><i>Applying Physics</i> 467, 764, 811</p> <p><i>Astronomy Connection</i> 466</p> <p><i>Extreme Physics</i> 50</p> <p><i>Future Technology</i> 476</p> <p><i>Technology and Society</i> 138, 220, 304, 608</p> <p>Teacher Wraparound Edition:</p> <p>CB 459, 761; CU 14</p>
<p>S11.A.1.3 Describe and interpret patterns of change in natural and human-made systems.</p> <p>Reference: 3.1.10.C, 3.1.10.E, 4.8.10.A</p>	
<p>S11.A.1.3.1</p> <p>Use appropriate quantitative data to describe or interpret change in systems (e.g., biological indices, electrical circuit data, automobile diagnostic systems data).</p>	<p>Student Edition:</p> <p>43-47, 58-64, 153-155, 175-176, 323-325, 595-599</p> <p><i>Internet Physics Lab</i> 20-21, 76-77, 108-109</p> <p><i>MiniLab</i> 8</p> <p><i>Physics Lab</i> 186-187, 606-607, 790-791</p> <p>Teacher Wraparound Edition:</p> <p>D 176; ICE 60, 155, 325; QD 44, 597</p>
<p>S11.A.1.3.2</p> <p>Describe or interpret dynamic changes to stable systems (e.g., chemical reactions, human body, food webs, tectonics, homeostasis).</p>	<p>Student Edition:</p> <p>171-176, 211-217, 314-315, 376-378, 787-788</p> <p><i>Extreme Physics</i> 422</p> <p><i>Future Technology</i> 162</p> <p><i>Physics Lab</i> 246-247</p> <p>Teacher Wraparound Edition:</p> <p>CB 379; PP 172; QD 315</p>
<p>S11.A.1.3.3</p> <p>Describe how changes in physical and biological indicators (e.g., soil, plants, animals) of water systems reflect changes in these systems (e.g., changes in bloodworm populations reflect changes in pollution levels in streams).</p>	<p>See Glencoe's <i>Earth Science: Geology, the Environment, and the Universe</i> © 2008</p> <p>Student Edition:</p> <p>239, 746, 748-750</p> <p>Teacher Wraparound Edition:</p> <p>CL 750; D 746; EC 696; ESJ 746; P 747</p>

STANDARDS	PAGE REFERENCES
<p>S11.A.1.3.4 Compare the rate of use of natural resources and their impact on sustainability.</p>	<p>See Glencoe's <i>Earth Science: Geology, the Environment, and the Universe</i> © 2008</p> <p>Student Edition: 678-681, 720-723, 737-742 <i>Data Analysis Lab</i> 722 <i>Section Assessment</i> 723</p> <p>Teacher Wraparound Edition: EC 679; TCS 708, 714</p>
<p>S11.A.2 Processes, Procedures and Tools of Scientific Investigations</p>	
<p>S11.A.2.1 Apply knowledge of scientific investigation or technological design to develop or critique aspects of the experimental or design process. Reference: 3.2.10.B, 3.2.10.B</p>	
<p>S11.A.2.1.1 Critique the elements of an experimental design (e.g., raising questions, formulating hypotheses, developing procedures, identifying variables, manipulating variables, interpreting data, and drawing conclusions) applicable to a specific experimental design.</p>	<p>Student Edition: 8-10, 15-19 <i>Connecting Math to Physics</i> 16, 295 <i>Design Your Own Physics Lab</i> 160-161, 392-393, 532-533, 554-555, 824-825 <i>Problem-Solving Strategies</i> 16, 123, 466</p> <p>Teacher Wraparound Edition: AIL 161, 393, 533, 555, 825</p>
<p>S11.A.2.1.2 Critique the elements of the design process (e.g., identify the problem, understand criteria, create solutions, select solution, test/evaluate, communicate results) applicable to a specific technological design.</p>	<p>Student Edition: 8-10, 11-14 <i>Design Your Own Physics Lab</i> 660-661 <i>How It Works</i> 334, 634, 740 <i>Physics Lab</i> 186-187, 714-715 <i>Technology and Society</i> 138, 220, 304, 608, 716</p> <p>Teacher Wraparound Edition: AIL 661, 715</p>
<p>S11.A.2.1.3 Use data to make inferences and predictions, or to draw conclusions, demonstrating understanding of experimental limits.</p>	<p>Student Edition: 8-10, 11-19 <i>Design Your Own Physics Lab</i> 160-161, 392-393, 532-533, 554-555, 824-825 <i>Internet Physics Lab</i> 76-77 <i>Problem-Solving Strategies</i> 16, 466, 629</p> <p>Teacher Wraparound Edition: AIL 161, 825; CB 12; CT 18</p>

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<p>S11.A.2.1.4 Critique the results and conclusions of scientific inquiry for consistency and logic.</p>	<p>Student Edition: 8-10, 737, 752-759, 760-761 <i>Applying Physics</i> 154, 212, 725 <i>Extreme Physics</i> 78, 366, 506 <i>Future Technology</i> 768, 826 <i>Physics Lab</i> 48-49, 186-187, 606-607 <i>Problem-Solving Strategies</i> 123, 466, 728 <i>Technology and Society</i> 220, 394</p> <p>Teacher Wraparound Edition: CB 9, 757; CD 737; PP 16</p>
<p>S11.A.2.1.5 Communicate results of investigations using multiple representations.</p>	<p>Student Edition: 15, 58-60, 66-68, 148-152, 182-185, 760-761 <i>Connecting Math to Physics</i> 16, 295 <i>Physics Lab</i> 48-49, 580-581, 606-607, 790-791</p> <p>Teacher Wraparound Edition: BA 15; UA 184</p>
<p>S11.A.2.2 Evaluate appropriate technologies for a specific purpose, or describe the information the instrument can provide. Reference: 3.7.10.B, 3.8.10.B</p>	
<p>S11.A.2.2.1 Evaluate appropriate methods, instruments, and scale for precise quantitative and qualitative observations (e.g., to compare properties of materials, water quality).</p>	<p>Student Edition: 11-14 <i>Design Your Own Physics Lab</i> 392-393, 660-661 <i>Extreme Physics</i> 50, 506 <i>How It Works</i> 740 <i>Physics Lab</i> 580-581, 714-715, 790-791 <i>Problem-Solving Strategies</i> 466</p> <p>Teacher Wraparound Edition: CB 12; CU 14</p>

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<p>S11.A.2.2.2</p> <p>Explain how technology (e.g., GPS, spectroscope, scanning electron microscope, pH meters, probe, interfaces, imaging technology, telescope) is used to extend human abilities and precision.</p>	<p>Student Edition:</p> <p>14, 177-178, 502-503, 631</p> <p><i>Extreme Physics</i> 50, 662, 792</p> <p><i>How It Works</i> 110, 688, 740</p> <p><i>Internet Physics Lab</i> 20-21, 108-109, 246-247</p> <p><i>Physics Lab</i> 332-333, 420-421, 790-791</p> <p>Teacher Wraparound Edition:</p> <p>D 13; IM 502</p>
<p>S11.A.3 Systems, Models and Patterns</p>	
<p>S11.A.3.1 Analyze the parts of a simple system, their roles, and their relationships to the system as a whole.</p> <p>Reference: 3.1.10.A, 3.1.10.E, 4.3.10.C</p>	
<p>S11.A.3.1.1</p> <p>Apply systems analysis, showing relationships (e.g., flowcharts, decision trees, dichotomous keys, mind map), input and output, and measurements to explain a system and its parts.</p>	<p>Student Edition:</p> <p>88-89, 98-99, 105-106, 172-174, 236-237, 326-328, 352, 592-594, 752-758, 762-763</p> <p><i>Physics Lab</i> 474-475, 606-607, 790-791</p> <p>Teacher Wraparound Edition:</p> <p>CU 759; D 237; IM 172, 326; R 99</p>
<p>S11.A.3.1.2</p> <p>Analyze and predict the effect of making a change in one part of a system on the system as a whole.</p>	<p>Student Edition:</p> <p>87-89, 98-99, 105-106, 263, 376-378, 387-389</p> <p><i>Internet Physics Lab</i> 108-109</p> <p><i>Launch Lab</i> 87</p> <p><i>Problem-Solving Strategies</i> 260</p> <p><i>Technology and Society</i> 220</p> <p>Teacher Wraparound Edition:</p> <p>CB 385; CD 91; E 245; RLP 154</p>
<p>S11.A.3.1.3</p> <p>Use appropriate quantitative data to describe or interpret a system (e.g., biological indices, electrical circuit data, automobile diagnostic systems data).</p>	<p>Student Edition:</p> <p>38-42, 153-155, 175-178, 326-328, 595-599</p> <p><i>Internet Physics Lab</i> 20-21, 76-77, 108-109</p> <p><i>Physics Lab</i> 186-187, 606-607, 790-791</p> <p>Teacher Wraparound Edition:</p> <p>D 42, 176; ICE 155; QD 597; RLP 5</p>

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<p>S11.A.3.1.4</p> <p>Apply the universal systems model of inputs, processes, outputs, and feedback to a working system (e.g., heating systems, motor, food production) and identify the resources necessary for operation of the system.</p>	<p>Student Edition:</p> <p>266-269, 326-328, 618-622, 623-626, 629-631, 784-785, 787-788, 812-813</p> <p><i>Extreme Physics</i> 792</p> <p><i>How It Works</i> 334</p> <p><i>Launch Lab</i> 591</p> <p><i>Physics Lab</i> 632-633, 790-791</p> <p><i>Technology and Society</i> 608</p> <p>Teacher Wraparound Edition:</p> <p>AML 625; BA 784; CH 812; UM 629</p>
<p>S11.A.3.2 Compare observations of the real world to observations of a constructed model.</p> <p>Reference: 3.1.10.B, 3.2.10.B, 4.1.10.B, 4.6.10.A</p>	
<p>S11.A.3.2.1</p> <p>Compare the accuracy of predictions represented in a model to actual observations and behavior.</p>	<p>Student Edition:</p> <p>9, 19, 172-178, 184-185, 754-759</p> <p><i>Design Your Own Physics Lab</i> 532-533</p> <p><i>Extreme Physics</i> 50</p> <p><i>Internet Physics Lab</i> 76-77</p> <p><i>Physics Lab</i> 186-187, 420-421, 474-475</p> <p>Teacher Wraparound Edition:</p> <p>CH 755; UA 184</p>
<p>S11.A.3.2.2</p> <p>Describe advantages and disadvantages of using models to simulate processes and outcomes.</p>	<p>Student Edition:</p> <p>9, 19, 33, 172-174, 184-185, 752-755</p> <p><i>Extreme Physics</i> 50, 78</p> <p><i>Physics Lab</i> 186-187, 420-421, 474-475, 738-739</p> <p>Teacher Wraparound Edition:</p> <p>HSS 754; IM 172; REI 33; UA 184</p>
<p>S11.A.3.2.3</p> <p>Describe how relationships represented in models are used to explain scientific or technological concepts (e.g., dimensions of the solar system, life spans, size of atomic particles, topographic maps).</p>	<p>Student Edition:</p> <p>9, 33, 89, 126-129, 648-649, 652-653, 752-756</p> <p><i>Internet Physics Lab</i> 108-109</p> <p><i>Launch Lab</i> 3, 171, 747, 799</p> <p><i>Physics Lab</i> 186-187, 302-303, 738-739</p> <p>Teacher Wraparound Edition:</p> <p>BA 171; CU 759; D 182; ICE 128, 129; PP 172</p>

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<p>S11.A.3.3 Compare and analyze repeated processes or recurring elements in patterns. <i>Reference: 3.1.10.C, 3.2.10.B</i></p>	
<p>S11.A.3.3.1 Describe or interpret recurring patterns that form the basis of biological classification, chemical periodicity, geological order, or astronomical order.</p>	<p>Student Edition: 172-176, 375, 384-385, 389-391, 516-521, 527-531, 677-678 <i>Appendix D</i> 916 <i>Design Your Own Physics Lab</i> 532-533 <i>Physics Lab</i> 186-187 Teacher Wraparound Edition: A 384, 522; BA 375; R 678</p>
<p>S11.A.3.3.2 Compare stationary physical patterns (e.g., crystals, layers of rocks, skeletal systems, tree rings, atomic structure) to the object's properties.</p>	<p>Student Edition: 359-360, 749-751, 752-756, 761-763, 779-782 <i>MiniLab</i> 755 Teacher Wraparound Edition: D 779; R 751</p>
<p>S11.A.3.3.3 Analyze physical patterns of motion to make predictions or draw conclusions (e.g., solar system, tectonic plates, weather systems, atomic motion, waves).</p>	<p>Student Edition: 34-37, 58-61, 172-176, 216-217, 375-380, 382-385, 389-391 <i>Design Your Own Physics Lab</i> 392-393 <i>Geology Connection</i> 355 <i>Internet Physics Lab</i> 76-77 <i>Meteorology Connection</i> 217 <i>Physics Lab</i> 48-49 Teacher Wraparound Edition: BA 375; CB 379; CD 172; R 63, 384; TPK 34</p>
<p>S11.C Physical Sciences</p>	
<p>S11.C.1 Structure, Properties, and Interaction of Matter and Energy</p>	
<p>S11.C.1.1 Explain the relationship between the structure and properties of matter. <i>Reference: 3.4.10.A</i></p>	
<p>S11.C.1.1.1 Explain that matter is made of particles called atoms and that atoms are composed of even smaller particles (e.g., protons, neutrons, electrons).</p>	<p>Student Edition: 747-749, 752-756, 800-801, 818-823 Teacher Wraparound Edition: CB 801; CD 701; CU 823; HSS 754</p>

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<p>S11.C.1.1.2 Explain the relationship between the physical properties of a substance and its molecular or atomic structure.</p>	<p>Student Edition: 318-321, 323-324, 349-350, 754-756, 777-781 <i>Appendix D</i> 912-917</p> <p>Teacher Wraparound Edition: CB 318; D 779; PP 350; RLP 781</p>
<p>S11.C.1.1.3 Explain the formation of compounds (ionic and covalent) and their resulting properties using bonding theories.</p>	<p>See Glencoe's <i>Chemistry: Matter and Change</i> © 2009.</p> <p>Student Edition: 210-215, 240-247, 269-270 <i>ChemLab</i> 230 <i>MiniLab</i> 242</p>
<p>S11.C.1.1.4 Explain how the relationships of chemical properties of elements are represented in the repeating patterns within the periodic table.</p>	<p>Student Edition: <i>Appendix D</i> 916</p>
<p>S11.C.1.1.5 Predict the behavior of gases through the application of laws (e.g., Boyle's law, Charles' law, or ideal gas law).</p>	<p>Student Edition: 344-346, 352-355, 357-358</p> <p>Teacher Wraparound Edition: CT 354; E 358; ICE 346; QD 344; R 357</p>
<p>S11.C.1.1.6 Describe factors that influence the frequency of collisions during chemical reactions that might affect the reaction rates (e.g., surface area, concentration, temperature).</p>	<p>See Glencoe's <i>Chemistry: Matter and Change</i> © 2009.</p> <p>Student Edition: 568-570 <i>Chemistry & Health</i> 583 <i>ChemLab</i> 584 <i>MiniLab</i> 571 <i>Section Assessment</i> 573 #14</p>

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<p>S11.C.2 Forms, Sources, Conversion, and Transfer of Energy</p>	
<p>S11.C.2.1 Analyze energy sources and transfer of energy, or conversion of energy. Reference: 3.4.10.B</p>	
<p>S11.C.2.1.1 Compare or analyze waves in the electromagnetic spectrum (e.g., ultraviolet, infrared, visible light, X-rays, microwaves) as well as their properties, energy levels, and motion.</p>	<p>Student Edition: 705-708, 709-711, 712-713, 733-734 <i>Physics Lab</i> 714-715 <i>Technology and Society</i> 716 Teacher Wraparound Edition: IM 710; PP 711; QD 707; R 706</p>
<p>S11.C.2.1.2 Describe energy changes in chemical reactions.</p>	<p>Student Edition: 326-327 <i>Biology Connection</i> 442 Teacher Wraparound Edition: IM 326; RLP 442</p>
<p>S11.C.2.1.3 Apply the knowledge of conservation of energy to explain common systems (e.g., refrigeration, rocket propulsion, heat pump).</p>	<p>Student Edition: 293-296, 319-320, 326-328 <i>How It Works</i> 334 <i>Physics Lab</i> 302-303 <i>Technology and Society</i> 304 Teacher Wraparound Edition: AIL 303; QD 295; R 328</p>
<p>S11.C.2.1.4 Use Ohm's Law to explain relative resistances, currents, and voltage.</p>	<p>Student Edition: 595-598, 618-625, 628, 673-674 <i>Physics Lab</i> 606-607, 632-633 Teacher Wraparound Edition: CD 619; CU 600; ICE 598, 621; QD 597</p>
<p>S11.C.2.2 Demonstrate that different ways of obtaining, transforming, and distributing energy have different environmental consequences. Reference: 3.4.10.B, 4.8.10.C, 4.2.10.A</p>	
<p>S11.C.2.2.1 Explain the environmental impacts of energy use by various economic sectors (e.g., mining, logging, transportation) on environmental systems.</p>	<p>Student Edition: 603-604, 812-813 <i>Technology and Society</i> 608 Teacher Wraparound Edition: CT 602</p>

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<p>S11.C.2.2.2 Explain the practical use of alternative sources of energy (i.e., wind, solar, and biomass) to address environmental problems (e.g., air quality, erosion, resource depletion).</p>	<p>Student Edition: <i>Future Technology</i> 826</p>
<p>S11.C.2.2.3 Give examples of renewable energy resources (e.g., wind, solar, biomass) and nonrenewable resources (e.g., coal, oil, natural gas) and explain the environmental and economic advantages and disadvantages of their use.</p>	<p>See Glencoe's <i>Earth Science: Geology, the Environment, and the Universe</i> © 2008</p> <p>Student Edition: 678-681, 708-713, 714-719 <i>Earth Science and the Environment</i> 724 <i>Reading for Comprehension</i> 731 <i>Writing in Earth Science</i> 719</p> <p>Teacher Wraparound Edition: A 719; AC 709; DI 678; DIS 718; EC 716; ESJ 748; TCS 709</p>
<p>S11.C.3 Principles of Motion and Force</p>	
<p>S11.C.3.1 Use the principles of motion and force to solve real-world challenges. <i>Reference: 3.4.10.C, 3.6.10.C</i></p>	
<p>S11.C.3.1.1 Explain common phenomena (e.g., a rock in a landslide, an astronaut during a space walk, a car hitting a patch of ice on the road) using an understanding of conservation of momentum.</p>	<p>Student Edition: 233-235, 236-245 <i>Astronomy Connection</i> 234 <i>Internet Physics Lab</i> 246-247</p> <p>Teacher Wraparound Edition: AML 241; CD 243; CU 245; R 244; TTT 237</p>
<p>S11.C.3.1.2 Design or evaluate simple technological or natural systems that incorporate the principles of force and motion (e.g., simple machines, compound machines).</p>	<p>Student Edition: 266-273 <i>Future Technology</i> 248 <i>How It Works</i> 110, 276 <i>Internet Physics Lab</i> 108-109 <i>MiniLab</i> 270 <i>Problem-Solving Strategies</i> 98 <i>Technology and Society</i> 138</p> <p>Teacher Wraparound Edition: CD 266; CH 271; R 273; RLP 268</p>

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<p>S11.C.3.1.3 Describe the motion of an object using variables (i.e., acceleration, velocity, displacement).</p>	<p>Student Edition: 34-37, 43-47, 58-64, 65-71, 72-75, 90-91, 132-135, 148-152, 153-155, 172-176, 197-199 <i>Internet Physics Lab</i> 76-77 <i>Launch Lab</i> 31, 171 <i>Physics Lab</i> 48-49, 136-137 <i>Problem-Solving Strategies</i> 98, 149 Teacher Wraparound Edition: BA 38; CB 39; CD 43; IM 36; QD 66; R 71</p>
<p>S11.C.3.1.4 Explain how electricity induces magnetism and how magnetism induces electricity as two aspects of a single electromagnetic force.</p>	<p>Student Edition: 648-649, 652-659, 672-678, 679-685, 705-706 <i>Design Your Own Physics Lab</i> 660-661 <i>Extreme Physics</i> 662 <i>How It Works</i> 688 <i>Physics Lab</i> 686-687 Teacher Wraparound Edition: CB 675; QD 653, 676; RLP 648</p>
<p>S11.C.3.1.5 Calculate the mechanical advantage for moving an object by using a simple machine.</p>	<p>Student Edition: 266-267 Teacher Wraparound Edition: CB 267; RLP 268</p>
<p>S11.C.3.1.6 Identify elements of simple machines in compound machines.</p>	<p>Student Edition: 269-273 <i>How It Works</i> 276 Teacher Wraparound Edition: CT 268; D 269; ICE 271</p>