

Chapter 11 & 12 Study Guide: Motion & Forces Answer Key

Chapter 11: Motion

1. Define (include the formula and circle diagram for calculating speed, velocity, and acceleration):
 - a. Distance: The length between two objects or the length of the path traveled.
 - b. Speed: distance traveled by the time it took to travel. **speed = distance/time**
 - c. Velocity: distance traveled by the time it took to travel and the direction that you traveled in. **velocity = distance/time**
 - d. Acceleration: change in velocity or velocity over time. **acceleration = $\frac{velocity_{final} - velocity_{initial}}{time}$**
2. What is the speed of an object at rest? **0 m/s**
3. The difference between speed and velocity is that velocity includes **direction**.
4. The SI unit for distance is **meter (m)**.
5. The SI unit for speed or velocity is **meter per second (m/s)**.
6. The SI unit for acceleration is **meter per second squared (m/s²)**.
7. On a **distance-time** graph, what does the slope tell you? **Speed or Velocity**
8. On a **speed-time** graph, what does the slope tell you? **Acceleration**

Chapter 12: Forces

9. Describe (what does it say and what is it commonly called)
 - a. Newton's First law of Motion: **Also known as "Law of Inertia". Object in motion stays in motion and an object at rest stays at rest UNLESS acted upon by a NET FORCE.**
 - b. Newton's Second law of Motion: **$F = m \times a$. Force equals the product of an object's mass and acceleration. (Acceleration is equal to the force and inversely proportional to mass)**
 - c. Newton's Third law of Motion: **Also known as "Action/Reaction Law". For every action there is an equal and opposite reaction.**
10. Give **an example for each** of Newton's laws
 - a. Newton's First law of Motion: **boulder won't move unless something pushes on it, and the moon won't stop rotating unless a force acts on it.**
 - b. Newton's Second law of Motion: **it takes more force to accelerate a school bus than a toy car.**
 - c. Newton's Third law of Motion: **my foot pushed on the ball (action force), the ball pushes back (reaction force) and fly's forward (resulting net force). OR when you sit in the desk you push down on the desk and the desk pushes on you but they are balanced so there is NO CHANGE in motion.**
11. Define and give an example of each of the following terms.

Definition	Example
a. Friction: force that opposes motion.	a. Friction: heat when rubbing hands together.
b. Static Friction: friction that prevents object from moving.	b. Static Friction: pushing against a dresser that won't move.
c. Sliding Friction: friction that occurs between objects sliding past each other.	c. Sliding Friction: going down a slide; dresser sliding across the floor.
d. Rolling Friction: friction that occurs between object rolling against another object.	d. Rolling Friction: roller skates on pavement; car driving on the road
e. Fluid Friction: friction that occurs in a fluid (Examples of Fluid: water, quicksand, air.)	e. Fluid Friction: falling leaves; fish swimming in water

Physical Science Concepts Answers Study Guide

M Walker



Physical Science Concepts Answers Study Guide:

Resources for Teaching Middle School Science Smithsonian Institution, National Academy of Engineering, National Science Resources Center of the National Academy of Sciences, Institute of Medicine, 1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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Physics Biman Das,2006-06 Biman Das SUNY Potsdam This easy to carry 5 x 7 paperback contains a summary of the entire text including all key concepts and equations as well as tips and hints **Computer Supported Collaborative Learning 2005** Timothy Koschmann,2017-10-03 The Computer Supported Collaborative Learning CSCL conference has become an internationally recognized forum for the exchange of research findings related to learning in the context of collaborative activity and the exploration of how such learning might be augmented through technology This text is the proceedings from CSCL 2005 held in Taipei Taiwan This conference marked the 10th anniversary of the first CSCL Conference held at Indiana University in 1995 Subsequent meetings have been held at the University of Toronto Stanford University University of Maastricht Netherlands University of Colorado at Boulder and the University of Bergen Norway Just as the first CSCL conference was instrumental in shaping the trajectory of the field in its first decade the conference in Taipei will play an important role in consolidating an increasingly international and interdisciplinary community and defining the direction of the field for the next 10 years This volume and the papers from which it is comprised will be an important resource for those active in this area of research and for others interested in fostering learning in settings of collaboration

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Achievement of U. S. Fourth- and Eighth-Grade Students in an International Context Patrick Gonzales, 2010-02 The 2007 Trends in International Math and Science Study TIMSS is the 4th administration since 1995 of this international comparison. It is used to measure over time the math and science knowledge and skills of 4th and 8th graders. TIMSS is designed to align broadly with math and science curricula in the participating countries. This report focuses on the performance of U.S. students relative to that of their peers in other countries in 2007 and on changes in math and science achievement since 1995. Thirty-six countries or educational jurisdictions participated at grade 4 in 2007 while 48 participated at grade 8. This report also describes additional details about the achievement of U.S. student subpopulations. Extensive charts, tables, and graphs.

ENC Focus, 2001 *Success in the Urban Classroom*, 2002 **X-kit** **Fet G11 Phys Science**

Physics Long, C., 2009

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