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10<sup>th</sup> PHYSICAL SCIENCE – WORKSHEETS

by Sri. P.Raghava Kumar

## Refraction of Light at plane surfaces

### WORK SHEET-3

### Refraction of Light at plane surface

#### Check your understanding.

1. Refraction of light obeys \_\_\_\_\_ law
  - a) Faraday
  - b) Ampere
  - c) Snell
  - d) Hook
2. If the angle of incidence is equal to critical angle, then angle of refraction is \_\_\_\_\_
  - a)  $60^\circ$
  - b)  $70^\circ$
  - c)  $80^\circ$
  - d)  $90^\circ$
3. What happens if Angle of incidence is greater than critical angle\_\_\_\_
  - a) Reflection, Refraction
  - b) Refraction
  - c) Total internal reflection
  - d) Refraction, total internal reflection.
4. Snell's law is expressed as \_\_\_\_
  - a)  $\frac{n_1}{n_2} = \frac{v_2}{v_1}$
  - b)  $\frac{n_1}{n_2} = \frac{v_1}{v_2}$
  - c)  $\frac{n_1}{n_2} = \frac{\sin r}{\sin i}$
  - d)  $\frac{n_1}{n_2} = \frac{\sin i}{\sin r}$
5. The principle involved in mirage formation \_\_\_\_
  - a) Reflection
  - b) Refraction
  - c) Total internal reflection
  - d) None
6. Which statement among the following is true. When light refracts through plane Rectangular glass slab.
  - a)  $\angle i > \angle e$
  - b)  $\angle i = \angle e$
  - c)  $\angle i = \angle r$
  - d)  $\angle i < \angle e$
7. Critical angle of Diamond is \_\_\_\_\_
  - a)  $22.4^\circ$
  - b)  $23.4^\circ$
  - c)  $24.4^\circ$
  - d)  $25.4^\circ$
8. If the angle of incidence increases. what happens to lateral shift?
  - a) Decreases
  - b) Increases
  - c) remains constant
  - d) First increases and then decreases

# Physical Science Grade 10 2014 Exemplar

**Geraldine P. Wallach,Alaine Ocampo**



## **Physical Science Grade 10 2014 Exemplar:**

**Studying the Sciences, Physics - Grades 10-12** Donnette Davis, **Mathematics and Science 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 sub populations. Extensive charts, tables, and graphs.

**Meeting the Challenges to Measurement in an Era of Accountability** Henry Braun, 2016-01-29 Under pressure and support from the federal government, states have increasingly turned to indicators based on student test scores to evaluate teachers and schools as well as students themselves. The focus thus far has been on test scores in those subject areas where there is a sequence of consecutive tests such as in mathematics or English language arts with a focus on grades 4-8. Teachers in these subject areas, however, constitute less than thirty percent of the teacher workforce in a district. Comparatively little has been written about the measurement of achievement in the other grades and subjects. This volume seeks to remedy this imbalance by focusing on the assessment of student achievement in a broad range of grade levels and subject areas with particular attention to their use in the evaluation of teachers and schools in all. It addresses traditional end-of-course tests as well as alternative measures such as portfolios, exhibitions, and student learning objectives. In each case, issues related to design and development, psychometric considerations, and validity challenges are covered from both a generic and a content-specific perspective. The NCME Applications of Educational Measurement and Assessment series includes edited volumes designed to inform research-based applications of educational measurement and assessment. Edited by leading experts, these books are comprehensive and practical resources on the latest developments in the field. The Open Access version of this book is available at <http://www.taylorfrancis.com> and has been made available under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 license.

**Rubrics for Assessing Student Achievement in Science Grades K-12** Hays B. Lantz, 2004-02-06 I recommend *Rubrics for Assessing Student Achievement in Science Grades K-12* to any school district that is moving toward a standards-based curriculum. It will serve as a valuable tool for assessing student learning. Grace Cisek, Director of Mathematics and Science Curriculum, Chester County Intermediate Unit, PA. At last, science educators will now be able to use custom-made rubrics to assess and evaluate student performance in the standards-based science classroom. Combining clarity, detail, utility, and practicality, veteran educator and author Hays B. Lantz Jr. offers the most complete collection of evaluation and assessment tools in science education available today. This concise handbook was designed to

improve the quality and uniformity of evaluation as well as assessment of student progress Written in language appropriate for both students and teachers in grades K 12 there are over 100 ready to use performance lists holistic rubrics and analytic rubrics that contain clear descriptions of the particular traits and qualities desired in student products and performances Key features distinguishing this book include Scoring tools for a wide range of products and performances found in effective science classrooms and programs Assessment tools that differentiate by learning levels providing a scaffolding of increasingly complex expectations across the grades Years of extensive field testing of the evaluative criteria Rubrics for Assessing Student Achievement in Science Grades K 12 is a valuable resource that will help to measure what students know and are able to do in the science classroom It will yield more consistent and defensible judgments more precise feedback and sharper student learning and performance

Handbook of Research on Learning and Instruction Richard E. Mayer, Patricia A. Alexander, 2016-10-04 During the past 30 years researchers have made exciting progress in the science of learning i e how people learn and the science of instruction i e how to help people learn This second edition of the Handbook of Research on Learning and Instruction is intended to provide an overview of these research advances With chapters written by leading researchers from around the world this volume examines learning and instruction in a variety of learning environments including in classrooms and out of classrooms and with a variety of learners including K 16 students and adult learners Contributors to this volume demonstrate how and why educational practice should be guided by research evidence concerning what works in instruction The Handbook is written at a level that is appropriate for graduate students researchers and practitioners interested in an evidence based approach to learning and instruction The book is divided into two sections learning and instruction The learning section consists of chapters on how people learn in reading writing mathematics science history second language and physical education as well as how people acquire the knowledge and processes required for critical thinking studying self regulation and motivation The instruction section consists of chapters on effective instructional methods feedback examples questioning tutoring visualizations simulations inquiry discussion collaboration peer modeling and adaptive instruction Each chapter in this second edition of the Handbook has been thoroughly revised to integrate recent advances in the field of educational psychology Two chapters have been added to reflect advances in both helping students develop learning strategies and using technology to individualize instruction As with the first edition this updated volume showcases the best research being done on learning and instruction by traversing a broad array of academic domains learning constructs and instructional methods

**Routledge Library Editions: Education Mini-Set O Teaching and Learning 14 vols** Various, 2021-12-02 Originally published between 1973 and 1993 the 14 books in this set discuss a number of themes such as policy practice and evaluation in schools dealing with disruptive behaviour issues regarding the teaching of arts and sciences ethnographic studies of life in primary and secondary schools and critical events in teaching and learning

*Guidebook on Education for Sustainable Development for Educators*

UNESCO,2018-12-31      **Contributions to Education** ,1926      Adolescence J. Roy Hopkins,2014-05-10 Adolescence The Transitional Years presents the intricate physical emotional and behavioral changes that occur during the years between childhood and adulthood This book provides psychological studies of adolescence and the methods used to gain information about adolescent development Organized into 12 chapters this book begins with an overview of the contributions of psychology to understanding the transition from childhood to adulthood This text then reviews the changes at puberty including the sequence of development for girls and boys and the underlying physiological mechanisms responsible Other chapters consider the cultural variations in the mode of transition from childhood to adulthood This book provides as well a brief overview of the psychological dimensions of self identity The final chapter deals with the educational experience for adolescents and examines the factors associated with different levels of educational attainment This book is a valuable resource for developmental psychologists sociologists geneticists anthropologists theorists and research workers      **The Underrepresentation of Women in Science: International and Cross-Disciplinary Evidence and Debate** Stephen J. Ceci,Wendy M. Williams,Shulamit Kahn,2018-04-20 There is no shortage of articles and books exploring women s underrepresentation in science Everyone is interested academics politicians parents high school girls and boys women in search of college majors administrators working to accommodate women s educational interests the list goes on But one thing often missing is an evidence based examination of the problem uninfluenced by personal opinions accounts of lived experiences anecdotes and the always encroaching inputs of popular culture This is why this special issue of Frontiers in Psychology can make a difference In it a diverse group of authors and researchers with even more diverse viewpoints find themselves united by their empirical objective approaches to understanding women s underrepresentation in science today The questions considered within this special issue span academic disciplines methods levels of analysis and nature of analysis what these article share is their scholarly evidence based approach to understanding a key issue of our time      **High Leverage Practices for Inclusive Classrooms** James McLeskey,Lawrence Maheady,Bonnie Billingsley,Mary T. Brownell,Timothy J. Lewis,2022-03-30 High Leverage Practices for Inclusive Classrooms Second Edition offers a set of practices that are integral to the support of student learning and that can be systematically taught learned and implemented by those entering the teaching profession In this second edition chapters have been fully updated to reflect changes in the field since its original publication and feature all new examples illustrating the use of HLPs and incorporating culturally responsive practices Focused primarily on Tiers 1 and 2 or work that mostly occurs with students with mild to moderate disabilities in general education classrooms this powerful research based resource provides rich practical information highly suitable for teachers and additionally useful for teacher educators and teacher preparation programs      **U.S. Performance Across International Assessments of Student Achievement** Stephen Provasnik,2009      **Leading With Data** Ellen Goldring,Mark Berends,2008-09-17 A comprehensive practical guide to using data effectively for school improvement This

hands on guidebook explains essential statistical and assessment information to help principals make critical and sustainable choices to promote student learning Broad based strategies include collecting and analyzing various types of data about student achievement professional development allocation of resources family involvement and community standards Part of the Leadership for Learning series this resource Supports school leaders in developing and sustaining continuous improvement Links data based decision making with issues of accountability and shared mission and goals Includes numerous examples and cases a glossary school improvement template sample forms and data tools **Really Raising Standards** Philip Adey, Dr Michael Shayer, MICHAEL Shayer, 2006-10-19 Written by experienced teachers and educational researchers Phillip Adey and Michael Shayer Really Raising Standards analyses attempts to teach children to think more effectively and efficiently Their practical advice on how to improve children s performance by the application of the findings of the CASE research project will radically alter the approach of many professional teachers and student teachers as to the education of children in schools An important contribution to the application of psychological theory in education

Language and Literacy Connections Geraldine P. Wallach, Elaine Ocampo, 2020-12-03 Language and Literacy Connections Intervention for School Age Children and Adolescents takes readers on a path of knowledge steeped in principles and practical applications This much needed new text uniquely integrates language learning and disorders and literacy together in a coherent and cohesive narrative that covers the challenges facing school age students from early elementary levels through high school Using past and current research and interventions from speech language pathology SLP and reading and literacy arenas the authors present transcripts cases and detailed intervention sessions to provide a template for daily practice The text raises questions relating to why am I doing this and provides some answers to this most complex yet basic question Language and Literacy Connections Uses strong theoretical foundations with detailed applications to real life situations and practices Highlights the different levels of literacy from foundational to disciplinary that underpin current thinking Includes three major sections that build upon one another as the authors navigate through 1 conceptual frameworks 2 practical applications across discourse intervention and individual language components and 3 service delivery models Addresses the role of comprehension in auditory processing and classroom difficulties Compares effective and less effective intervention sessions with explanations about why each fall within a category Debunks common myths and practices that have been questionable for decades but that persist in practice Offers innovative suggestions related to providing collaborative service delivery procedures through virtual online platforms and specific lesson plans Answers the question asked by many school based SLPs How do I add literacy on top of my responsibilities when my caseloads are so large and demanding Key Features Questions at the beginning of each chapter that reflect concerns of SLPs and their teams Projects and assignments that supplement and review the material Examples of teaching modules with practical lesson plans that integrate the role of SLPs in Interprofessional Practices IPP while explicitly addressing the curriculum across a variety of

subject areas Disclaimer Please note that ancillary content such as documents audio and video etc may not be included as published in the original print version of this book *Comparing science content in the National Assessment of Educational Progress (NEAP) 2000 and Trends in International Mathematics and Science Study (TIMSS) 2003 assessments technical report.*, 2006 *Educational Partnerships* Amy Cox-Petersen, 2010-04-06 Supporting teachers in building partnerships with families and the broader community This comprehensive text helps prepare pre service and in service teachers to build and sustain family school and community partnerships that are vital to student success Focusing on grades preK 8 and with a particular emphasis on diverse families and learners this book helps teachers to overcome barriers create action plans and sustain partnerships over time Key Features Chapters provide a contemporary culturally relevant approach that guides teachers to devise strategies that celebrate cultural linguistic and academic diversity Case studies present multiple perspectives from teachers students and community members Readers are asked to reflect upon the cases analyze real life situations and apply chapter content to each case Notes from the Classroom include personal observations and strategies from teachers that enhance the reader s experience How To sections show how to develop an action plan or seek outside funding Planning sheets are included to provide the sequence of specific steps Student Study Site Free resources will help you prepare for class and exams Open access study materials include chapter specific interactive self quizzes vocabulary e flashcards recommended Web sites and Learning From SAGE Journal Articles Visit the Student Study Site at [www.sagepub.com/coxpetersen](http://www.sagepub.com/coxpetersen) Instructor Teaching Site Instructors have access to the following password protected resources a test bank with sortable questions PowerPoint slides for each chapter recommended Web sites ample syllabi and teaching tips

### **Science Teaching in Schools** Great Britain: Parliament: House of Lords: Science and Technology

Committee, 2006-11-05 The Committee s report examines science and mathematics teaching in secondary schools in England focusing on the following issues the take up of science and mathematics at GCSE and A level the provision of careers advice to students problems in the recruitment and retention of teachers the quality of teaching methods and the role of continuing professional development The Committee finds that effective science teaching in schools is essential both in order to ensure a satisfactory general level of scientific literacy in society and to enable the next generation of scientists and engineers to progress into higher education and beyond It argues that the current examination system forces students to study an excessively narrow range of subjects at too early an age and it recommends that the Government should reconsider the Tomlinson proposals for a broader diploma based system for 14 19 year old students based on the International Baccalaureate This would ensure that students receive a more rounded education and are not made to over specialise before they are able to see the merits of studying science and mathematics Concerns are also raised about the shortage of science teachers particularly specialist physics and chemistry teachers the quality of careers advice in schools and the importance of practical science in schools **A Close Look at Close Reading** Barbara Moss, Diane Lapp, Maria Grant, Kelly

Johnson,2015-05-21 The Common Core State Standards have put close reading in the spotlight as never before While middle and high school teachers want and need students to connect with analyze and learn from both literary and informational texts many are unsure how to foster the skills students must have in order to develop deep and nuanced understanding of complicated content Is there a process to follow How is close reading different from shared reading and other common literacy practices How do you prepare students to have their ability to analyze complex texts measured by high stakes assessments And how do you fit close reading instruction and experiences into an already crowded curriculum Literacy experts Barbara Moss Diane Lapp Maria Grant and Kelly Johnson answer these questions and more as they explain how to teach middle and high school students to be close readers how to make close reading a habit of practice across the content areas and why doing so will build content knowledge Informed by the authors extensive field experience and enriched by dozens of real life scenarios and downloadable tools and templates this book explores Text complexity and how to determine if a particular text is right for your learning purposes and your students The process and purpose of close reading with an emphasis on its role in developing the 21st century thinking speaking and writing skills essential for academic communication and college and career readiness How to plan teach and manage close reading sessions across the academic disciplines including the kinds of questions to ask texts to use and supports to provide How to assess close reading and help all students regardless of linguistic cultural or academic background connect deeply with what they read and derive meaning from complex texts Equipping students with the tools and process of close reading sets them on the road to becoming analytical and critical thinkers and empowered and independent learners In this comprehensive resource you ll find everything you need to start their journey      **Resources in Education** ,1995



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