

PHYSICS GRADE 10

CHAPTER ONE LINEAR MOTION

Introduction

Study of motion is divided into two;

1. Kinematics
2. Dynamics

In kinematics forces causing motion are disregarded while dynamics deals with motion of objects and the forces causing them.

I. Displacement

Distance moved by a body in a specified direction is called displacement. It is denoted by letter 's' and has both magnitude and direction. Distance is the movement from one point to another. The SI unit for displacement is the metre (m).

II. Speed

This is the distance covered per unit time.

Speed= distance covered/ time taken. Distance is a scalar quantity since it has magnitude only. The SI unit for speed is metres per second (m/s or ms^{-1})

Average speed= total distance covered/total time taken

Other units for speed used are Km/h.

Examples

1. A body covers a distance of 10m in 4 seconds. It rests for 10 seconds and finally covers a distance of 50m in 60 seconds. Calculate the average speed.

Solution

Total distance covered=10+50=100m

Total time taken=4+10+6=20 seconds

Therefore average speed=100/20=5m/s

2. Calculate the distance in metres covered by a body moving with a uniform speed of 180 km/h in 30 seconds.

Solution

Distance covered=speed*time

$$=180 \times 1000 / 60 \times 60 = 50 \text{ m/s}$$

$$=50 \times 30$$

$$=1,500 \text{ m}$$

3. Calculate the time in seconds taken a by body moving with a uniform speed of 360km/h to cover a distance of 3,000 km?

Solution

Speed: 360 km/h= $360 \times 1000 / 60 \times 60 = 100 \text{ m/s}$

Time=distance/speed

$$3000 \times 1000 / 100$$

$$=30,000 \text{ seconds.}$$

III. Velocity

This is the change of displacement per unit time. It is a vector quantity.

Velocity=change in displacement/total time taken

The SI units for velocity are m/s

Examples

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Physical Science Mr. Rohit Manglik, 2024-07-15 EduGorilla Publication is a trusted name in the education sector committed to empowering learners with high quality study materials and resources Specializing in competitive exams and academic support EduGorilla provides comprehensive and well structured content tailored to meet the needs of students across various streams and levels

Teaching Reading Comprehension to English Learners in Secondary Schools: A Research-Based Approach Cekiso, Madoda, Olifant, Florence, Mokhtari, Kouider, 2025-04-23 Teaching reading comprehension to English learners ELs in secondary schools presents unique challenges as these students must navigate the complexities of academic texts and the intricacies of language acquisition Effective instruction requires a research based approach that considers the diverse linguistic cultural and cognitive backgrounds of these learners Recent studies highlight the importance of integrating strategies that build both language proficiency and content knowledge essential for helping ELs develop the skills needed to comprehend complex materials Fostering metacognitive awareness through strategies like summarizing questioning and making connections can empower students to become active and strategic readers This approach recognizes the need for a supportive inclusive classroom environment that encourages language development while promoting academic achievement in content areas Further research may help educators provide English learners with the tools to thrive as capable readers in secondary school

Teaching Reading Comprehension to English Learners in Secondary School A Research Based Approach explores various aspects of teaching reading comprehension to English Second Language ESL learners in secondary schools It examines current challenges and evidence based strategies in reading comprehension This book covers topics such as language learning reading strategies and teacher training and is a useful resource for academicians researchers and scientists

X-kit Fet G10 Mathematics , Resources in Education , 2000-10

Occupations of Federal White-collar Workers , 1960

Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-04-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in **Resources for Teaching Elementary School Science** A completely revised edition of the best selling resource guide **Science for Children Resources for Teachers** this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These

400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

Research in Education ,1974 *School Science Practical Work in Africa* Umesh Ramnarain,2020-06-01 School Science Practical Work in Africa presents the scope of research and practice of science practical work in African schools It brings together prominent science educators and researchers from Africa to share their experience and findings on pedagogical innovations and research informed practices on school science practical work The book highlights trends and patterns in the enactment and role of practical work across African countries Practical work is regarded as intrinsic to science teaching and learning and the form of practical work that is strongly advocated is inquiry based learning which signals a definite paradigm shift from the traditional teacher dominated to a learner centered approach The book provides empirical research on approaches to practical work contextual factors in the enactment of practical work and professional development in teaching practical work This book will be of great interest to academics researchers and post graduate students in the fields of science education and educational policy **Parliamentary Papers** Great Britain. Parliament. House of Commons,1920 The Publishers Weekly ,1924 *The Budget of the United States Government* United States. Bureau of the Budget,1940 **Chemical News and Journal of Physical Science** ,1887 **Message of the President of the United States Transmitting the Budget for the Service of the Fiscal Year Ending ...** United States,1938

Message of the President of the United States Transmitting the Budget United States,United States. Bureau of the Budget,1934 *The Chemical News and Journal of Physical Science* ,1905 **Bulletin** ,1918 **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,1998-03-30 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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International Clearinghouse on Science and Mathematics Curricular Developments,1972 **School** ,1927 The New
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