

Newton's Second Law Lab report

By: Marissa Hartman

- Objectives: 1. Collect force and acceleration data for a cart as it is moved back and fourth.
2. Compare force vs. time and acceleration vs. time graphs.
3. Analyze a graph of force vs. acceleration.
4. Determine the relationship between force, mass, and acceleration.

Materials: Computer, Vernier Computer Interface, Logger Pro, Vernier Low-g Accelerometer, Vernier Force Sensor or WDSS in place of sensors and interface, Low Friction Dynamic Cart, 0.500kg mass

- Procedure: 1. Connect a Dual- Range Force Sensor to Channel 1 on the Vernier computer interface, and then connect the Low-g Accelerometer to Channel 2 on the interface.
2. Open the file "09 Newton's Second Law" from the *Physics with Vernier* folder.
3. Attach the Force Sensor to a dynamics cart so you can apply a horizontal force to the hook, directed along the sensitive axis of your particular Force Sensor. Next, attach the Accelerometer so the arrow is horizontal and parallel to the direction that the cart will roll. Orient the arrow so that if you pull on the Force Sensor the cart will move in the direction of the arrow. Find the mass of the cart with the Force Sensor the cart will move in the direction of the arrow. Find the mass of the cart with the Force Sensor and Accelerometer attached. Then record the mass in the data table.
4. Place the cart on a level surface. Make sure the cart is not moving and click the button that has the zero with a slash through it and says "Zero" on it. Check to make sure both sensors are highlighted and click "OK".

Trial 1

5. You are now ready to collect force and acceleration data. Grasp the Force Sensor hook. Click "Collect" and take several seconds to move the cart back and fourth on the table. Vary the motion so that both small and large forces are applied. Make sure that your hand is only touching the hook on the Force Sensor and not the Force Sensor or cart body.
6. Note the shape of the force vs. time graph. When the force is maximum, is the acceleration maximum or minimum? To turn off Examine mode, click on the Examine button.
7. The graph of force vs. acceleration should appear to be a straight line. To fit a straight line to the data, click on the graph, then click the Linear Fit Button. Record the equation for the regression line in the data table.

Trial 2

9. Attach the .500kg mass to the cart. Record the mass of the cart, sensors, and additional mass in the data table. And then repeat steps 5 through 8.

Trial 1 Data

Mass of cart with sensors (kg) = .6859

Regression line for force vs. acceleration data = $F = 2.59a + .008320$

Trial 2 Data

Mass of cart with sensors and additional mass (kg) = 1.1859

Regression line for force vs. acceleration data = $F = 5.201a + .12$

Equations: Slope= Rise/ Run = change in F / change in A

Newton Second Law Lab Report

Jerry D. Wilson



Newton Second Law Lab Report:

Screen Schooled Joe Clement, Matt Miles, 2017-10-01 Over the past decade educational instruction has become increasingly digitized as districts rush to dole out laptops and iPads to every student Yet the most important question Is this what is best for students is glossed over Veteran teachers Joe Clement and Matt Miles have seen firsthand how damaging technology overuse and misuse has been to our kids On a mission to educate and empower parents they show how screen saturation at home and school has created a wide range of cognitive and social deficits in our young people They lift the veil on what s really going on in schools teachers who are often powerless to curb cell phone distractions zoned out kids who act helpless and are unfocused unprepared and unsocial administrators who are influenced by questionable science sponsored by corporate technology purveyors They provide action steps parents can take to demand change and make a compelling case for simpler smarter more effective forms of teaching and learning Physics Laboratory Experiments Jerry D. Wilson, 1986

Leading, Teaching, and Learning the Common Core Standards Rosemarye T. Taylor, Rebecca Watson, Joyce Nutta, 2014-07-09 Leading Teaching and Learning is a resource for teachers taking action on Common Core State Standards to enhance student learning Each chapter addresses various disciplines and grade levels with concrete examples Chapters focus on research based instruction academic language development thinking and complexity English learners non proficient readers rigor and collaboration for ongoing professional capacity building **Artificial Intelligence in Education** Andrew M. Olney, Irene-Angelica Chounta, Zitao Liu, Olga C. Santos, Ig Ibert Bittencourt, 2024-07-01 This book constitutes the refereed proceedings of the 25th International Conference on Artificial Intelligence in Education AIED 2024 held in Recife Brazil in July 8 12 2024 Proceedings The 49 full papers and 27 short papers presented in this book were carefully reviewed and selected from 334 submissions The papers present results in high quality research on intelligent systems and the cognitive sciences for the improvement and advancement of education *Nuclear Science Abstracts* , 1973 **Scientific and Technical Aerospace Reports** , 1995 **Designing Soldier Systems** Dr Laurel Allender, Dr Pamela Savage-Knepshield, Mr John Lockett III, Mr John Martin, 2013-01-28 This book focuses on contemporary human factors issues within the design of soldier systems and describes how they are currently being investigated and addressed by the U S Army to enhance soldier performance and effectiveness Designing Soldier Systems approaches human factors issues from three main perspectives In the first section Chapters 1 5 focus on complexity introduced by technology its impact on human performance and how issues are being addressed to reduce cognitive workload In the second section Chapters 6 10 concentrate on obstacles imposed by operational and environmental conditions on the battlefield and how they are being mitigated through the use of technology The third section Chapters 11 21 is dedicated to system design and evaluation including the tools techniques and technologies used by researchers who design soldier systems to overcome human physical and cognitive performance limitations as well as the obstacles imposed by environmental and operations conditions that are encountered by soldiers The

book will appeal to an international multidisciplinary audience interested in the design and development of systems for military use including defense contractors program management offices human factors engineers human system integrators system engineers and computer scientists Relevant programs of study include those in human factors cognitive science neuroscience neuroergonomics psychology training and education and engineering **Inquiry: The Key to Exemplary Science** Robert Yager, 2009-06-17 *Argument-Driven Inquiry in Physical Science* Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Ashley Murphy, Victor Sampson , 2016-10-01 Are you interested in using argument driven inquiry for middle school lab instruction but just aren't sure how to do it Argument Driven Inquiry in Physical Science will provide you with both the information and instructional materials you need to start using this method right away The book is a one stop source of expertise advice and investigations to help physical science students work the way scientists do The book is divided into two basic parts 1 An introduction to the stages of argument driven inquiry from question identification data analysis and argument development and evaluation to double blind peer review and report revision 2 A well organized series of 22 field tested labs designed to be much more authentic for instruction than traditional laboratory activities The labs cover four core ideas in physical science matter motion and forces energy and waves Students dig into important content and learn scientific practices as they figure out everything from how thermal energy works to what could make an action figure jump higher The authors are veteran teachers who know your time constraints so they designed the book with easy to use reproducible student pages teacher notes and checkout questions The labs also support today's standards and will help your students learn the core ideas crosscutting concepts and scientific practices found in the Next Generation Science Standards In addition the authors offer ways for students to develop the disciplinary skills outlined in the Common Core State Standards Many of today's middle school teachers like you want to find new ways to engage students in scientific practices and help students learn more from lab activities Argument Driven Inquiry in Physical Science does all of this while also giving students the chance to practice reading writing speaking and using math in the context of science *Physics Laboratory Manual* David H. Loyd, 1989-11

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Table of Contents Newton Second Law Lab Report

1. Understanding the eBook Newton Second Law Lab Report
 - The Rise of Digital Reading Newton Second Law Lab Report
 - Advantages of eBooks Over Traditional Books
2. Identifying Newton Second Law Lab Report
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Newton Second Law Lab Report
 - User-Friendly Interface
4. Exploring eBook Recommendations from Newton Second Law Lab Report
 - Personalized Recommendations
 - Newton Second Law Lab Report User Reviews and Ratings

- Newton Second Law Lab Report and Bestseller Lists
- 5. Accessing Newton Second Law Lab Report Free and Paid eBooks
 - Newton Second Law Lab Report Public Domain eBooks
 - Newton Second Law Lab Report eBook Subscription Services
 - Newton Second Law Lab Report Budget-Friendly Options
- 6. Navigating Newton Second Law Lab Report eBook Formats
 - ePub, PDF, MOBI, and More
 - Newton Second Law Lab Report Compatibility with Devices
 - Newton Second Law Lab Report Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Newton Second Law Lab Report
 - Highlighting and Note-Taking Newton Second Law Lab Report
 - Interactive Elements Newton Second Law Lab Report
- 8. Staying Engaged with Newton Second Law Lab Report
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Newton Second Law Lab Report
- 9. Balancing eBooks and Physical Books Newton Second Law Lab Report
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Newton Second Law Lab Report
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Newton Second Law Lab Report
 - Setting Reading Goals Newton Second Law Lab Report
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Newton Second Law Lab Report
 - Fact-Checking eBook Content of Newton Second Law Lab Report
 - Distinguishing Credible Sources

13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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