

Chapter 11 & 12 Study Guide: Motion & Forces

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. $\text{Speed} = \text{distance} / \text{time}$
 - c. Velocity: distance traveled by the time it took to travel and the direction that you travelled in. $\text{velocity} = \text{distance} / \text{time}$
 - d. Acceleration: change in velocity or velocity over time. $\text{acceleration} = \frac{\text{velocity}_{\text{final}} - \text{velocity}_{\text{initial}}}{\text{time}}$
2. What is the speed of an object at rest? Zero 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

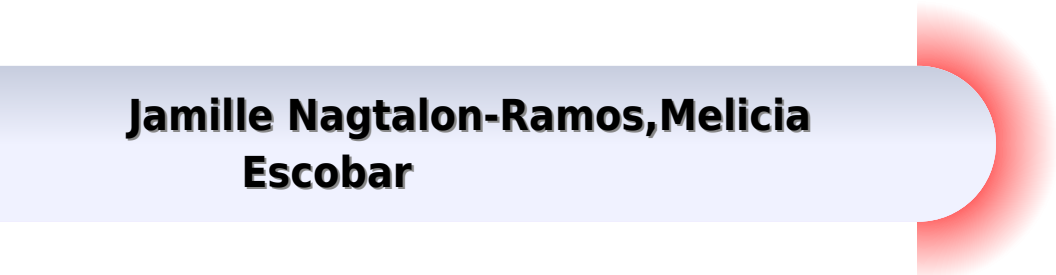
Chapter 12: Forces

9. Describe (what does it say and what is it commonly called)
 - a. Newton's First law of Motion: Law of Inertia. Object in motion stays in motion or an object at rest stays at rest UNLESS acted on by a FORCE.
 - b. Newton's Second law of Motion: $F=ma$. Force equals the product of an object's mass and acceleration. (or Acceleration is equal to the force and inversely proportional to mass)
 - c. Newton's Third law of Motion: 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: bolder 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 you sitting in the desk is pushing down on the desk and the desk is pushing up on you but they are balanced so 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 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.
e. Fluid Friction: friction that occurs in a fluid (Example of Fluid: water, quick sand, air...)	

Physical Science Guided And Study Guide

**Jamille Nagtalon-Ramos, Melicia
Escobar**



Physical Science Guided And Study Guide:

Resources in Education ,1999 Forty-five New Force and Motion Assessment Probes Page Keeley,Rand Harrington,2010 Nationally known science educator Page Keeley principal author of the hugely popular four volume NSTA Press series Uncovering Students Ideas in Science has teamed up with physicist and science educator Rand Harrington to write this first volume in their new series on physical science They begin with one of the most challenging topics in physical science force and motion The 45 assessment probes in this book enable teachers to find out what students really think about key ideas in force and motion The Teacher Notes which can be used before and after administering the probe provide background information on the purpose of the probe related concepts an explanation for the teacher of the force and motion idea being taught related ideas in Benchmarks for Science Literacy and the National Science Education Standards research on typical student misconceptions related to the force and motion concept and suggestions for instruction and assessment The book specifies grade spans K 4 5 8 9 12 for each probe based on state and national standards and suggests ways to adapt a probe for a different grade span or context Discovering Psychology Telecourse Study Guide David S. Moore,1991

Kelsey's Midwifery & Women's Health Nurse Practitioner Certification Review Guide Jamille Nagtalon-Ramos,Melicia Escobar,2024-12-20 Kelsey s Midwifery Women s Health Nurse Practitioner Certification Review Guide Sixth Edition is a comprehensive review designed to help midwives and women s health nurse practitioners prepare for their certification exams Based on the American Midwifery Certification Board AMCB and the National Certification Corporation NCC test blueprints it contains numerous questions with answers and rationales representing those found on the exams Furthermore it provides guidance on how to study effectively so readers feel confident and prepared to take and pass the exams **Science Education for the Future** Norman Reid,Khaled Ahmed Al-Madani,Fatheyah Mahmood

Al-Ahmadi,2025-04-01 This book draws on the wealth of worldwide research into science education to establish a set of key principles for teaching secondary science It considers the aims of science education and the themes and topics that should be included in the curriculum and how these can be effectively taught and assessed in a variety of contexts Offering a framework for the training and professional development of science teachers the chapters answer key questions such as How can I help my students to make sense of difficult areas in my subject What is meant by understanding and how can I help my students achieve it Is it possible to teach scientific thinking and how can I do it What about learner attitudes when they are sometimes negative What are the different ways to teach in the sciences that are effective How can I make learning in the laboratory more efficient and effective How can I employ assessment as a positive aid to learning Including reflective questions tasks and diagrams this is essential reading for all student and practising secondary science teachers **Study Guide** Stanley Chernicoff,2001-08 From Edward E Chatelain Valdosta State University Georgia this study guide helps students review and master the key ideas from every chapter through labeling exercises Chapter Reviews with matching

statements plus Practice Tests and Challenge Tests that consist of multiple choice true false matching and short essay questions AETS Yearbook ,1987 Sound and Light Michael J. Padilla, Ioannis Miaoulis, Martha Cyr, Jay M. Pasachoff, 2002 **Supervision for Quality Education in Science** United States. Office of Education, 1962 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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