

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.

A. Displacement

Distance covered 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).

B. 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 20m in 4 seconds, it rests for 10 seconds and finally covers a distance of 50m in 10 seconds. Calculate the average speed.

Solution

Total distance covered = 20 + 50 = 70m

Total time taken = 4 + 10 + 10 = 24 seconds

Therefore average speed = 70/24 = 2.9m/s

2. Calculate the distance in metres covered by a body moving with a uniform speed of 100 km/h in 20 seconds.

Solution

Distance covered = speed × time

$$= 100 \times \frac{20}{3600} \text{ (convert km/h to m/s)}$$

$$= 50 \times 20$$

$$= 1000 \text{ m}$$

3. Calculate the time in seconds taken a body moving with a uniform speed of 100 km/h to cover a distance of 2.000 km?

Solution

Speed: 100 km/h = $100 \times \frac{1000}{3600} \text{ m/s} = 27.78 \text{ m/s}$

Time = distance/speed

$$2000 \div 27.78 \text{ m/s}$$

$$= 72.000 \text{ seconds.}$$

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 unit for velocity is m/s

(Examples)

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PT Brinkman



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The Art of Teaching Science Jack Hassard, Michael Dias, 2013-07-04 The Art of Teaching Science emphasizes a humanistic experiential and constructivist approach to teaching and learning and integrates a wide variety of pedagogical learning tools. These tools involve inquiry and experimentation, reflection through writing and discussion, as well as experiences with students, science curriculum and pedagogy. Becoming a science teacher is a creative process, and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers, professionals, and instructors, and through hands-on activities designed to foster a collaborative, thoughtful learning environment. Science Scope, 1999 Pathways to the Science Standards Steven J. Rakow, 1998 The purposes of this guide are to demonstrate how to apply the National Science Education Standards to the real world of the middle school classroom and to serve as a tool for collaboration among principals, state and local administrators, parents, and school board members. Different sections focus on science teaching standards, professional development standards, assessment standards, content standards, program standards, and system standards. The unifying concepts and processes discussed in the content standards include science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspectives, and the history and nature of science. The appendices contain an account of the relevant history of the National Science Education Standards, the actual National Science Education Standards, and ideas about the design of middle school science facilities. DDR Resources in Education, 2001-04 *The Sourcebook for Teaching Science, Grades 6-12* Norman Herr, 2008-08-11 The Sourcebook for Teaching Science is a unique comprehensive resource designed to give middle and high school science teachers a wealth of information that will enhance any science curriculum. Filled with innovative tools, dynamic activities, and practical lesson plans that are grounded in theory, research, and national standards, the book offers both new and experienced science teachers powerful strategies and original ideas that will enhance the teaching of physics, chemistry, biology, and the earth and space sciences. *Case Studies in Curriculum Change* William Reid, Decker F. Walker, 2012-05-16 One of the educationist's major concerns today is to find effective ways of translating new goals for the curriculum into classroom practices. American and British contributions analyse curriculum change as it actually occurs, with people, institutions, and constraints of time and money acknowledged and accepted as a necessary and rightful part of the whole process. Detailed accounts are given of curriculum change in a wide variety of settings: American and English school systems, a college of education, an art curriculum project, Scottish classrooms. Analytic perspectives are employed that help to clarify the underlying forces at work. The contributors probe the adequacy of current theorizing about curriculum development and suggest new ways of thinking about the problems involved in bringing about change. *Handbook of Geography Education* Sarah Witham Bednarz, Jerry T. Mitchell, 2025-01-27 This handbook presents a broad and comprehensive overview of research and practices in geography education at primary and secondary levels from

birth to about age 18 It summarizes the current state of knowledge in this sub discipline of geography Including authors representative of many geography education traditions the book pays equal attention to learning and teaching and to respect student voices and includes rich in case studies evidence based research and specific examples It also emphasizes ways that geography education can contribute to global concerns about social justice diversity equity and inclusion as well as ways it can help to prepare the next generation of informed critical and reflective members of societies The book is divided into five sections Purposes of geography education Why is it taught Perspectives on geography education What is taught Practices of geography education How is it organized and taught Preparation of geography educators How are geography educators prepared Possibilities for geography education What is the future of geography education By providing broad perspectives and lively and accessible writing this handbook is a useful tool for novice geography educators teacher educators educational policy makers support staff such as librarians and media resource specialists curriculum developers and assessment experts in many world regions

Curriculum Development Bill Boyle, Marie Charles, 2016-06-20

Curriculum and curriculum issues are at the heart of current debates about schooling pedagogy and learning This book will enable practitioners scholars and academics to understand how to re design or to suggest changes to curriculum structure shape and content Grounded in theory and philosophy the book also offers practical help in grasping this controversial area Inside the authors provide practical planning templates support and provoke analysis discussion and experimentation include definitions of key terms and reflective questions incorporate practical examples and case material based on their work worldwide on curriculum design and evaluation

Research in Education ,1974 **Otto E. Miller,**
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