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O8_U9_Test-1 - Name Date Pd Unit IX Test v1 For each of ...

c. If the person in the elevator were standing on a bathroom scale calibrated in newtons, what would the scale read while the elevator was (a) descending at constant speed and (b) while slowing to a stop? Please explain your answers.

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2 Unit I Teacher Notes v3.0

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Physics 2014 - J. Rankhorn . e.
Complete the energy pie charts for
the puck. f. Draw a position
and time, velocity and time and an
acceleration and time graph for the
puck.

UNIT 1.1 WORKSHEET 2: MEASURING THE MEASURING TOOL

4. A negative charge of -4.0×10^{-5} C and a positive charge of 7.0×10^{-5} C are separated by 0.15 m. What is the force between the two charges?
5. A negative charge of -8.0×10^{-6} C exerts an attractive force of 12 N on a second charge that is 0.050 m away. What is the magnitude of the second charge?

Unit VIII Worksheets Answers -
Name Date Pd Unit WEI ...

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2. Use the velocity-vs-time graph to analyze the motion of the object. a. Give a written description of the motion. b. Sketch a motion map. Be sure to include both velocity and

Experimental Development of
Quantitative Energy Expressions
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1 Unit IX Test 1 v3.0 Name Date Pd
Unit IX: Test - v1 For each of the
situations outlined below in
questions 1-4 compare ($a > b$, $a < b$, or
 $a = b$) the momentum of sphere A
and sphere B. Then offer a brief
explanation supporting your
response. 6. A rifle recoils while
firing a bullet. The speed of the
rifle's recoil is small because the a.

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Unit VIII Worksheets Answers -

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Name Date Pd Unit WEI Worksheet
1 Assume that the car shown below
is going at a constant speed 'v'
nulli? Fig 1 1 ... ©Modeling
Workshop Project 2006 1 Unit VIII
ws3 v3.0 The earth's orbit around
the sun is very nearly circular, with
an average radius of 1.5×10^8 km.
Assume the mass of the earth is
 5.98×10^{24} kg.

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3 Energy Lab Sequence Teacher
Notes v1.0 From the Hooke's Law
From the shoot height vs.
deformation experiment:
experiment: $F = kx$ $h = Ax^2$
where A is the slope of the
linearized graph We know that E_{el}
is related to x and E_g is related to

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?h.

Modeling Instruction in High School
Physics

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1 MPS 1.1 Geometric Properties-

Length ws2 v2.1 Name Date Pd

UNIT 1.1 WORKSHEET 2:

MEASURING THE MEASURING

TOOL 1) Measure the longest part
of your hand with the pen or pencil
you are using. _____ 2) Measure the
longest part of your foot with the
pen or pencil you are using.

Name: Constant Acceleration Model
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Date Pd Unit 1 Worksheet 2 -
Significant Figures

Unit 7 Ws 3b Modeling Workshop
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Modeling Workshop Project 2003 1
Unit VII ws3b v3.0 Name ... UNIT VII:
WS 3b Quantitative Bar Graphs and
Problems For ... ©Modeling
Workshop Project 2006/A TIME for
PHYSICS FIRST 5 Unit 3, WS 2,
Introduction to Forces, v1.0 Sign
Conventions: Related eBooks:

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3 Unit III ws3 v3.0 3. A stunt car
driver testing the use of air bags
drives a car at a constant velocity of
 $+25 \text{ m/s}$ for 85.0 m . Then he applies
his brakes and accelerates
uniformly to a stop just as he
reaches a wall 35.0 m away. a.

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Answers

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1 Unit I ws 2 v3.0 Scholar Period
Date UNIT I Handout 1: GRAPHING
PRACTICE For each data set below,
determine the mathematical
expression. To do this, first graph
the original data. Assume the 1st
column in each set of values to be
the independent variable and the
2nd column the dependent variable.
Then, taking ...

Date Pd UNIT III: Handout 3
Key for Waves Unit II, Worksheet 3.
Questions 1-4 show pulses A and B
at time = 0 as they head toward
each other. Each pulse travels at a
constant speed of 2 squares per
second on a string which is 16
squares long. For questions 1-4, at t
= 1 s, 2 s, 3 s, and 4 s, show the
position of pulse A in red and pulse

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Answers B in blue.

Modeling Instruction Program
Name Date Pd Unit VII: Worksheet
3a ($E_i + ?E = E_f$) For each situation
shown below: 1. Show your choice
of system in the energy flow
diagram, unless it is specified for
you.

template

Modeling Instruction TM in High
School Sciences. The Modeling
Method of High School Physics
Instruction began development at
Arizona State University in 1990
under the leadership of David
Hestenes, now Emeritus Professor
of Physics, and Malcolm Wells,
award-winning high school physics
teacher in Tempe.

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Unit 7 Ws 3b Modeling Workshop
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1 U1 Scientific Reasoning -

Measuring the measuring tool NC

v1 ©Modeling Workshop Project

2003. 6 PAGE 1 MPS 1.1 Geometric

Properties-Length ws1 v2.1

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6 PAGE 1 MPS 1.1 Geometric

Properties-Length ws1 v2.1

template

Activities and Significance of the
Modeling Workshop Project
(1994-2000), by David Hestenes.

David Hestenes' vision for high
school physics is reflected in the
activities, contributions, and
significance expressed in the
10-page document submitted to the

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Unit 2 Worksheet 3 Key

A raft of mass 180 kg carries two swimmers of mass 50 ... ©Modeling Workshop Project 2006 2 Unit IX ws3 v3.0. ... template Author: Modeling Workshop Project Last ... Date Pd UNIT VI: Worksheet 3

QQ F k 9.0 10 n m

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1 Unit I ws 2 v3.0 Name Date Pd Unit
1 Worksheet 2 – Significant Figures
The zero rules for significant figures follow: (1) Zeros are significant when bounded by non-zero digits. (2) Zeros preceding the first non-zero digit are never significant.

Unit 6 Ws3 V3 Modeling Workshop

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