

Name: \_\_\_\_\_

Hour: \_\_\_\_\_

Problems: Show all work for the following problems and use correct units

10. A man hits a golf ball (0.3 kg) which accelerates at a rate of  $15 \text{ m/s}^2$ . What amount of force acted on the ball?

4.5 N

$$m = 0.3 \text{ kg}$$

$$a = 15 \text{ m/s}^2$$

$$F = ?$$

$$F = ma$$

$$F = (0.3 \text{ kg})(15 \text{ m/s}^2)$$

$$\boxed{F = 4.5 \text{ N}}$$

11. You give your brother on a sled a push down a hill. The mass of the sled and your brother is 40 kg and the acceleration is  $5 \text{ m/s}^2$ . What force did you push with?

200 N

$$m = 40 \text{ kg}$$

$$a = 5 \text{ m/s}^2$$

$$F = ?$$

$$F = ma$$

$$F = (40 \text{ kg})(5 \text{ m/s}^2)$$

$$\boxed{F = 200 \text{ N}}$$

12. A car goes from 20 m/s to 40 m/s in 5 seconds. What is the acceleration?

4 m/s/s

$$v_i = 20 \text{ m/s}$$

$$a = \frac{v_f - v_i}{t}$$

$$v_f = 40 \text{ m/s}$$

$$a = \frac{40 \text{ m/s} - 20 \text{ m/s}}{5 \text{ s}} = \frac{20 \text{ m/s}}{5 \text{ s}} = 4 \text{ m/s}^2$$

$$t = 5 \text{ s}$$

$$a = ?$$

13. A hit baseball goes from 30 m/s to rest in the outfield after 2.2 seconds. What was its acceleration?

-13.64 m/s/s

$$v_i = 30 \text{ m/s}$$

$$a = \frac{v_f - v_i}{t}$$

$$v_f = 0 \text{ m/s}$$

$$a = \frac{0 \text{ m/s} - 30 \text{ m/s}}{2.2 \text{ s}} = \frac{-30 \text{ m/s}}{2.2 \text{ s}} = -13.64 \text{ m/s}^2$$

$$t = 2.2 \text{ s}$$

$$a = ?$$

14. What is the mass of an object if a 20 N force gives an acceleration of  $15 \text{ m/s}^2$ ?

1.33 kg

$$m = ?$$

$$F = ma$$

$$F = 20 \text{ N}$$

$$\frac{20 \text{ N}}{15 \text{ m/s}^2} = \frac{m}{15 \text{ m/s}^2}$$

$$m = 1.33 \text{ kg}$$

$$a = 15 \text{ m/s}^2$$

15. How long has an object been falling if its velocity is 48 m/s?

4.8 s

$$t = ?$$

$$a = 9.8 \text{ m/s}^2$$

$$a = \frac{v_f - v_i}{t}$$

$$v_f = 48 \text{ m/s}$$

$$v_i = 0 \text{ m/s}$$

$$t (9.8 \text{ m/s}^2) = \frac{(48 \text{ m/s} - 0 \text{ m/s})}{t}$$

$$\frac{t (9.8 \text{ m/s}^2) = 48 \text{ m/s}}{9.8 \text{ m/s}^2} = \frac{48 \text{ m/s}}{9.8 \text{ m/s}^2}$$

$$\boxed{t = 4.8 \text{ s}}$$

16. What is the velocity of a rock that falls off a cliff for 3.8 seconds?

38 m/s

$$v_f = ?$$

$$t = 3.8 \text{ s}$$

$$a = \frac{v_f - v_i}{t}$$

$$v_i = 0 \text{ m/s}$$

$$a = 9.8 \text{ m/s}^2$$

$$3.8 \text{ s} (9.8 \text{ m/s}^2) = \frac{(v_f - 0 \text{ m/s})}{3.8 \text{ s}}$$

$$\boxed{v_f = 38 \text{ m/s}}$$

17. How high is a cliff if it takes a ball dropped from it 2.24 seconds to hit the ground below?

25.09 m

$$d = ?$$

$$d = \frac{1}{2} a t^2$$

$$t = 2.24 \text{ s}$$

$$d = \frac{1}{2} (9.8 \text{ m/s}^2) (2.24 \text{ s})^2$$

$$v_i = 0 \text{ m/s}$$

$$d = 4.9 \text{ m/s}^2 (5.0 \text{ s})$$

$$a = 9.8 \text{ m/s}^2$$

$$\boxed{d = 25.09 \text{ m}}$$

# Physical Science Worksheet Answers

**Mark J. Lattery**

A red circular graphic with a gradient, appearing as a semi-circle or a partial circle, located to the right of the author's name.

## **Physical Science Worksheet Answers:**

**Physical science** Educational Support Services Trust (South Africa). Matriculation Programme,1994      **Physical Science** Educational Support Services Trust (South Africa),1993      **Physical Science Grade 3** Bellaire, Tracy, The experiments in this book fall under seventeen topics that relate to four aspects of physical science Strong and Stable Structures Building With a Variety of Materials and Testing Designs Forces Causing Movement and Hearing and Sound In each section you will find teacher notes designed to provide you guidance with the learning intention the success criteria materials needed a lesson outline as well as provide some insight on what results to expect when the experiments are conducted Suggestions for differentiation are also included so that all students can be successful in the learning environment This book supports many of the fundamental concepts and learning outcomes from the curriculums for these provinces Manitoba Grade 3 Science Cluster 2 Materials Ontario Grade 3 Science Understanding Structures Saskatchewan Grade 3 Science Physical Science Structures Materials 96 pages      **The Science Teacher's Toolbox** Tara C. Dale,Mandi S. White,2020-04-28 A winning educational formula of engaging lessons and powerful strategies for science teachers in numerous classroom settings The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Science Teacher s Toolbox is a classroom tested resource offering hundreds of accessible student friendly lessons and strategies that can be implemented in a variety of educational settings Concise chapters fully explain the research basis necessary technology Next Generation Science Standards correlation and implementation of each lesson and strategy Favoring a hands on approach this bookprovides step by step instructions that help teachers to apply their new skills and knowledge in their classrooms immediately Lessons cover topics such as setting up labs conducting experiments using graphs analyzing data writing lab reports incorporating technology assessing student learning teaching all ability students and much more This book enables science teachers to Understand how each strategy works in the classroom and avoid common mistakes Promote culturally responsive classrooms Activate and enhance prior knowledge Bring fresh and engaging activities into the classroom and the science lab Written by respected authors and educators The Science Teacher s Toolbox Hundreds of Practical Ideas to Support Your Students is an invaluable aid for upper elementary middle school and high school science educators as well those in teacher education programs and staff development professionals      **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,1998-04-30 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 **Holt Science & Technology: Physical Science** ,2004 *Resources in Education* ,1999-10

*Excel 2010 for Physical Sciences Statistics* Thomas J Quirk,Meghan Quirk,Howard Horton,2013-07-10 This is the first book to show the capabilities of Microsoft Excel to teach physical sciences statistics effectively It is a step by step exercise driven guide for students and practitioners who need to master Excel to solve practical science problems If understanding statistics isn't your strongest suit you are not especially mathematically inclined or if you are wary of computers this is the right book for you Excel a widely available computer program for students and managers is also an effective teaching and learning tool for quantitative analyses in science courses Its powerful computational ability and graphical functions make learning statistics much easier than in years past However Excel 2010 for Physical Sciences Statistics A Guide to Solving Practical Problems is the first book to capitalize on these improvements by teaching students and managers how to apply

Excel to statistical techniques necessary in their courses and work Each chapter explains statistical formulas and directs the reader to use Excel commands to solve specific easy to understand science problems Practice problems are provided at the end of each chapter with their solutions in an appendix Separately there is a full Practice Test with answers in an Appendix that allows readers to test what they have learned Includes 159 illustrations in color Suitable for undergraduates or graduate students

**Prentice Hall Physical Science Concepts in Action Program Planner National Chemistry Physics Earth Science**, 2003-11 Prentice Hall Physical Science Concepts in Action helps students make the important connection between the science they read and what they experience every day Relevant content lively explorations and a wealth of hands on activities take students understanding of science beyond the page and into the world around them Now includes even more technology tools and activities to support differentiated instruction

Deep Learning in Introductory Physics Mark J. Lattery, 2016-10-01 Deep Learning in Introductory Physics Exploratory Studies of Model Based Reasoning is concerned with the broad question of how students learn physics in a model centered classroom The diverse creative and sometimes unexpected ways students construct models and deal with intellectual conflict provide valuable insights into student learning and cast a new vision for physics teaching This book is the first publication in several years to thoroughly address the coherence versus fragmentation debate in science education and the first to advance and explore the hypothesis that deep science learning is regressive and revolutionary Deep Learning in Introductory Physics also contributes to a growing literature on the use of history and philosophy of science to confront difficult theoretical and practical issues in science teaching and addresses current international concern over the state of science education and appropriate standards for science teaching and learning The book is divided into three parts Part I introduces the framework agenda and educational context of the book An initial study of student modeling raises a number of questions about the nature and goals of physics education Part II presents the results of four exploratory case studies These studies reproduce the results of Part I with a more diverse sample of students under new conditions a public debate peer discussions and group interviews and with new research prompts model building software bridging tasks and elicitation strategies Part III significantly advances the emergent themes of Parts I and II through historical analysis and a review of physics education research

**ENDORSEMENTS**

In Deep Learning in Introductory Physics Lattery describes his extremely innovative course in which students ideas about motion are elicited evaluated with peers and revised through experiment and discussion The reader can see the students deep engagement in constructive scientific modeling while students deal with counter intuitive ideas about motion that challenged Galileo in many of the same ways Lattery captures students engaging in scientific thinking skills and building difficult conceptual understandings at the same time This is the double outcome that many science educators have been searching for The case studies provide inspiring examples of innovative course design student sensemaking and reasoning and deep conceptual change John Clement University of Massachusetts Amherst Scientific Reasoning Research Institute

Deep Learning in Introductory Physics is an extraordinary book and an important intellectual achievement in many senses. It offers new perspectives on science education that will be of interest to practitioners, to education researchers as well as to philosophers and historians of science. Lattery combines insights into model based thinking with instructive examples from the history of science such as Galileo's struggles with understanding accelerated motion to introduce new ways of teaching science. The book is based on first hand experiences with innovative teaching methods reporting student's ideas and discussions about motion as an illustration of how modeling and model building can help understanding science. Its lively descriptions of these experiences and its concise presentations of insights backed by a rich literature on education, cognitive science and the history and philosophy of science make it a great read for everybody interested in how models shape thinking processes. Dr Jürgen Renn, Director, Max Planck Institute for the History of Science. *Perfect Genius* NCERT Science & Social Science Worksheets for Class 4 (based on Bloom's taxonomy) 2nd Edition Disha Experts, 2019-07-19

**Research in Education**, 1971-12 *Te HS&T J* Holt Rinehart & Winston, Holt, Rinehart and Winston Staff, 2004-02 **Inquiry and Problem Solving**, 1999 **ENC Focus**, 2000 *Ecology & The Environment Big Book Gr. 5-8* Angela Wagner, 2007-09-01

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warm blooded and cold blooded animals Students will also learn to distinguish between vertebrates and invertebrates understand animal adaptation through a case study The Koala and Its Adaptations Even evolution and the fossil record making with hands on activities including How Important Are Thumbs The Lake Habitat Thermometer and A Day in the Life of a Paleontologist Our resource provides ready to use information and activities for remedial students using simplified language and vocabulary Science concepts are presented in a way that makes them more accessible to students and easier to understand Comprised of reading passages student activities test prep and color mini posters our resource can be used effectively for test prep whole class small group and independent work All of our content is aligned to your State Standards and are written to Bloom s Taxonomy and STEM initiatives

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