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relationships that we proved in our
pendulum lab. The variables included
were period, mass, amplitude, and
length. Use complete, English

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relationships!! 6.

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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.

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Unit III ws 1 v3.0 Name Date Pd UNIT
III: Worksheet 1 When evaluating
problems 1 - 3, please represent the
motion that would result from the rail
configuration indicated by means of a:

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A) qualitative graphical representation of x vs. B) qualitative graphical representation of v vs. C) qualitative graphical ...

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Graphical Methods One of the most
effective tools for the visual evaluation
of data is a graph The investigator is
usually interested in a quantitative

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effective tools for the visual evaluation
of data is a graph The investigator is

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usually interested in a quantitative graph that shows the ...

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WS 8, Uniform Motion, v1.0 More

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Speed and Velocity Problems 14.

Hans stands at the rim of the Grand Canyon and yodels down to the bottom. He hears his yodel back from the canyon floor 5.20 s later. Assume that the speed of sound in air is 340.0 m/s.

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V Worksheet 2 Answers Graphically
represent the relationship between
velocity and time for the object
described above. v (m/s) 0 5 t (s)f.
From your velocity vs. time graph

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determine the total displacement of the
object. ©Modeling Workshop Project
2006 2 Unit III ws3 v3.0. 9.

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VII Worksheet 1 Answers~~

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Unit II ws4 v3.0 2. From the position vs

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time data below, answer the following
questions. t (s) x (m) 0 0

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Unit I ws 2 v3.0 17. 1.05 s x 10. m s =

18. Determine the volume of a block
with dimensions 2.56 cm x 4.652 cm x

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8.70 cm. 19. 9.081 m/s 450 s = 20.

Determine the slope of the line in
Figure 5 (Show your work)

~~Date Pd Unit 1 Worksheet 2~~
~~Significant Figures~~

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Unit II ws3 v3.0 Name Date Pd UNIT

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II: Worksheet 3 (335) 1. Robin, roller skating down a marked sidewalk, was observed to be at the following positions at the times listed below: t (s)
x (m) 0.0 10.0 1.0 12.0 2.0 14.0 5.0
20.0 8.0 26.0 10.0 30.0 a.

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©Modeling Workshop Project 2006 14.

The object is pushed by a force applied downward at an angle. $F_a = 9 \text{ m}$. $a = FG$ 16. The object is falling at constant (terminal) velocity. 18. The ball is at the top of a parabolic trajectory. Unit IV wsl v3.0

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~~Mrs. Avinash's Science Class Home~~

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Unit I Review v3.0 3. The graph below shows the relationship between scores on the SAT exam and the number of years students study science. a. What is the Page 4/23. Download File PDF Modeling Workshop Project 2006 Unit

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iv Worksheet 2 Answers mathematical
equation that states the

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Unit V ws3 v3.0 2-body problems 6. A
20 kg block (A) rests on a frictionless
table; a cord attached to the block
extends horizontally to a pulley at the
edge of the table. A 10 kg mass (B)

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hangs at the end of the cord. a)
Clearly draw and label the force
vectors acting on each object.

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Foundation in fall 2000 for the Teacher Enhancement grant entitled Modeling Instruction in High School Physics. David Hestenes, Professor of Physics at Arizona State University, was Principal Investigator.

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