

Uniform Circular Motion: Worksheet 1

Assumes that the car shown below is going at a constant speed.



Fig. 1

1. Construct a qualitative motion map of the car in Figure 1.



2. In what direction is the car experiencing acceleration? Explain how you know.

towards the center of the circle
we know it is accelerating bc it is changing direction

3. Construct a force diagram for the car when it's at the top of the hill.



F_g is larger bc that is in

the direction of the acceleration at the top of

4. Suppose the speed of the car is 11.1 m/s (≈ 25 mph) and the radius of curvature (r) is 25 m; determine the magnitude of the centripetal acceleration of the car.

$$a_c = \frac{v^2}{r} = \frac{(11.1 \text{ m/s})^2}{25} = \boxed{5.23 \text{ m/s}^2}$$

5. If the mass of the car is 1200 kg, what F_{net} would be required to cause this centripetal acceleration?

$$F_{\text{net}} = ma_c = (1200 \text{ kg})(5.23 \text{ m/s}^2) = \boxed{6276 \text{ N}}$$

6. Now, determine values for the forces in your force diagram of number 3.

$$\text{In car} = ma_c \Rightarrow F_g - F_N = ma_c \Rightarrow (1200 \text{ kg})(5.23 \text{ m/s}^2) - F_N = (1200 \text{ kg})(5.23 \text{ m/s}^2)$$

$$F_g = (1200 \text{ kg})(9.8 \text{ m/s}^2)$$

$$11760 \text{ N} - F_N = 6276 \text{ N}$$

$$\Rightarrow \begin{cases} F_N = 5484 \text{ N} \\ F_g = 11760 \text{ N} \end{cases}$$

7. At what speed would the centripetal force equal the force of gravity?

$$\text{Set } F_{\text{net}} = F_g \Rightarrow \frac{mv^2}{r} = mg \Rightarrow \frac{v^2}{25} = 9.8 \Rightarrow v^2 = 245 \text{ m/s}^2$$


$$\Rightarrow \boxed{v = 15.65 \text{ m/s}}$$

8. Suppose the car were going faster than the speed that you calculated for question 7; describe what would happen to the car.

It would come off the hill, bc when $mg = \frac{mv^2}{r}$ it means there is no more normal force

Modeling Workshop Project Physics Unit Viii Answers

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Modeling Workshop Project Physics Unit Viii Answers:

Announcer American Association of Physics Teachers,1996 Resources in Education ,2000-10 Exploring Signature Pedagogies Regan A. R. Gurung,Nancy L. Chick,Aeron Haynie,2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by the articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords *Selected Water Resources Abstracts* ,1990 **Scientific and Technical Aerospace Reports** ,1993 **Bulletin of the Atomic Scientists** ,1969-09 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin s iconic Doomsday Clock stimulates solutions for a safer world **Monthly Catalogue, United States Public Documents** ,1994-07 Monthly Catalog of United States Government Publications ,1994 **Computerworld** ,1984-05-14 For more than 40 years Computerworld has been the leading source of technology news and information for IT influencers worldwide Computerworld s award winning Web site Computerworld.com twice monthly publication focused conference series and custom research form the hub of the world s largest global IT media network *InfoWorld* ,2000-07-17 InfoWorld is targeted to Senior IT professionals Content is

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