

Name: _____ Date: _____ Period: _____

Gravity and Acceleration #2

The distance covered by a freely falling body is calculated by the following formula.

$$d = \frac{1}{2}at^2$$

where d =

distance

a = acceleration

t = time

EXAMPLE 1: How far will an object fall in 5 seconds?

ANSWER: $d = \frac{1}{2}(9.8)(5)^2 = 122.5$ meters

EXAMPLE 2: What is the average velocity of a ball that attains a velocity of 39.2 m/s after 4 seconds?

ANSWER: $v_a = \frac{1}{2}(v + v_0) = \frac{1}{2}(39.2 + 0) = 19.6$ m/s

Solve the following problems.

1. How far will a rubber fall in 10 seconds?

Answer:

2. How far will a rubber ball fall in 20 seconds?

Answer:

3. How long will it take an object dropped from a window to fall a distance of 78.4 m?

Answer:

4. Calculate the final velocity of the ball in Problem 1.

Answer:

5. What is the average velocity of the ball in Problem 1?

Answer:

6. An airplane is traveling at an altitude of 31,360 m. A box of supplies is dropped from its cargo hold. How long will it take to reach the ground?

Answer:

ANSWERS:

1. 490 m

2. 1960 m

Gravity And Acceleration 2 Instructional Fair Answers

Padhraic Smyth



Gravity And Acceleration 2 Instructional Fair Answers:

Ask the Science Expert Pam Walker,2001-01-15 Students become the science experts themselves as they read through the advice column format of each problem then develop their own plan for research that will solve the problem and answer the questions They then organize their data and respond to the questions probed in each simulation Includes problems in both life and physical sciences and supports theNational Science Education Standards Science Action Labs Physical Science Edward Shevick,1998-03-01 Matter and Motion These easy to use hands on explorations are just what you need to get your science curriculum and your students into action **The X Factor** Clair T. Berube,2010-06-01 American science education is in trouble As the United States continues to lag behind other nations in science achievement the question is asked how can we better get our students excited and inspired by science This is the science teacher s duty The irony of the education profession is that some of the most important aspects of it are the hardest to measure and replicate The things that matter most can be the hardest to quantify Some teachers can know the different learning styles intelligences and brain preferences of their students They can know best practices of how to deliver instruction They can do all these things and more but still not convey imagination and passion for science to their students But some science teachers do inspire These special teachers seem to possess something the others don t but what is it Exceptional science teachers make us feel better about ourselves through their teaching of science and bring us to a higher quality of life as a result while some science teachers can be the leading researchers in their fields yet leave us flat What is the recipe for this unique special teacher And why is it so hard to explain and describe The objective of this book is to uncover these aspects of teaching that are so hard to measure and quantify This is achieved through interviewing people who are either current or retired teachers or who were positively affected by a teacher and also through case studies of exceptional teachers in order to quantify and explain the exact traits and personality quirks of these exceptional people The contribution to the field of education this book hopes to achieve is the examination of the question why do some teachers have that X factor what exactly is it and how can we all have it *Northwest Journal of Education* ,1903 **The Engineer** ,1867 University Bulletin University of California (System),1973 *The Practical Teacher; with which is Incorporated the Practical Teacher's Art Monthly* Joseph Hughes,1883 **Teaching and Learning Mathematics** Linda Jensen Sheffield,Douglas E. Cruikshank,2004-03-29 Help students make sense of mathematics Rather than merely discussing how to improve students ability to do mathematics this fifth edition focuses on helping them make sense of mathematics Based on research on the functioning of the mind as it engages in learning the text supports teachers as they promote mathematical understanding strengthen students abilities to think and help students to attain computational fluency Features A rich collection of ready to use learning activities Fully integrated language and intent of Principles and Standards for School Mathematics PSSM A greater emphasis on problem solving and higher level thinking A greater focus on teaching mathematics to diverse learners Descriptions of a variety of

promising and effective mathematics programs for the K 8 levels **English Mechanic and World of Science** ,1876

The Nature of Technology Michael P. Clough, Joanne K. Olson, Dale S Niederhauser, 2013-09-03 How does technology alter thinking and action without our awareness How can instantaneous information access impede understanding and wisdom How does technology alter conceptions of education schooling teaching and what learning entails What are the implications of these and other technology issues for society Meaningful technology education is far more than learning how to use technology It entails an understanding of the nature of technology what technology is how and why technology is developed how individuals and society direct react to and are sometimes unwittingly changed by technology This book places these and other issues regarding the nature of technology in the context of learning teaching and schooling The nature of technology and its impact on education must become a significant object of inquiry among educators Students must come to understand the nature of technology so that they can make informed decisions regarding how technology may influence thinking values and action and when and how technology should be used in their personal lives and in society Prudent choices regarding technology cannot be made without understanding the issues that this book raises This book is intended to raise such issues and stimulate thinking and action among teachers teacher educators and education researchers The contributions to this book raise historical and philosophical issues regarding the nature of technology and their implications for education challenge teacher educators and teachers to promote understanding of the nature of technology and provide practical considerations for teaching the nature of technology

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