

## Section

## 7-2

## HOLT PHYSICS

## Concept Review

## Tangential and Centripetal Acceleration

$$\omega_f = \omega_i + \alpha t$$

1. A wheel accelerates from rest at  $1.0 \text{ rad/s}^2$ . Find the instantaneous angular speed of the wheel at the following times.

a.  $0.10 \text{ s}$   $0.1 \text{ rad/s}$       c.  $1.0 \text{ s}$   $1 \text{ rad/s}$   
 b.  $0.50 \text{ s}$   $0.5 \text{ rad/s}$       d.  $2.0 \text{ s}$   $2 \text{ rad/s}$

e.  $5.0 \text{ s}$   $5 \text{ rad/s}$   
 f.  $10.0 \text{ s}$   $10 \text{ rad/s}$

2. If the wheel in item 1 has a radius of  $0.35 \text{ m}$ , find the tangential speed of a point on the rim of the wheel at each time in item 1.

a.  $0.035 \text{ m/s}$       c.  $0.35 \text{ m/s}$   
 b.  $0.175 \text{ m/s}$       d.  $0.7 \text{ m/s}$

e.  $1.75 \text{ m/s}$   
 f.  $3.5 \text{ m/s}$

3. If the wheel in item 1 has a radius of  $0.35 \text{ m}$ , find the tangential acceleration of a point on the rim of the wheel.

4. Find the ratio of the centripetal accelerations for the sets of rotating objects described below.

a.  $r_1 = r_2 = 2.00 \text{ m}$ ;  $v_{t,1} = 10.0 \text{ m/s}$ ,  $v_{t,2} = 5.00 \text{ m/s}$   
 b.  $v_{t,1} = v_{t,2} = 10.0 \text{ m/s}$ ;  $r_1 = 2.00 \text{ m}$ ,  $r_2 = 1.00 \text{ m}$   
 c.  $\omega_1 = \omega_2 = 10.0 \text{ rad/s}$ ;  $r_1 = 2.00 \text{ m}$ ,  $r_2 = 1.00 \text{ m}$

5. Consider a car moving at a constant speed of  $35.0 \text{ m/s}$  on a flat road. The car turns around a curve that is  $65.0 \text{ m}$  in radius.

a. Find the centripetal acceleration of the car. \_\_\_\_\_  
 b. What provides the force necessary to make the car turn? \_\_\_\_\_

# Holt Physics Concept Review 21

**John Millar**



## Holt Physics Concept Review 21:

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**Improving Science Education** John Millar,2000-12-16 This book takes stock of where we are in science education research and considers where we ought now to be going It explores how and whether the research effort in science education has contributed to improvements in the practice of teaching science and the science curriculum It contains contributions from an international group of science educators Each chapter explores a specific area of research in science education considering why this research is worth doing and its potential for development Together they look candidly at important general issues such as the impact of research on classroom practice and the development of science education as a progressive field of research The book was produced in celebration of the work of the late Rosalind Driver All the principal contributors to the book had professional links with her and the three sections of the book focus on issues that were of central importance in her work research on teaching and learning in science the role of science within the school curriculum

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Corrigan, Richard Gunstone, Alister Jones, 2013-06-05 Assessment is a fundamental issue in research in science education in curriculum development and implementation in science education as well as in science teaching and learning This book takes a broad and deep view of research involving assessment in science education across contexts and cultures from whole countries to individual classrooms and across forms and purposes from assessment in the service of student learning to policy implications of system wide assessment It examines the relationships between assessment measurement and evaluation explores assessment philosophies and practices in relation to curriculum and scientific literacy learning and details the relationships between assessment and science education policy The third in a series Valuing Assessment in Science Education has chapters from a range of international scholars from across the globe and staff from Monash University King's College London and University of Waikato The two previous books in the series examined research relevant to the re emergence of values in science education and teaching across the spectrum of science education as well as across cultural contexts through the professional knowledge of science teaching This third book now moves to examine different aspects of generating understanding about what science is learnt how it is learnt and how it is valued Valuing Assessment in Science Education will appeal to all those with some engagement with and or use of research in science education including research students academics curriculum development agencies assessment authorities and policy makers It will also be of interest to all classroom science teachers who seek to keep abreast of the latest research and development and thinking in their area of professional concern      **Reform in Undergraduate Science Teaching for the 21st Century** Dennis W.

Sunal, Emmett L. Wright, Jeanelle Bland, 2006-05-01 The mission of the book series Research in Science Education is to provide a comprehensive view of current and emerging knowledge research strategies and policy in specific professional fields of science education This series would present currently unavailable or difficult to gather materials from a variety of viewpoints and sources in a usable and organized format Each volume in the series would present a juried scholarly and accessible review of research theory and or policy in a specific field of science education K 16 Topics covered in each volume would be determined by present issues and trends as well as generative themes related to current research and theory Published volumes will include empirical studies policy analysis literature reviews and positing of theoretical and conceptual bases      Columbia University Quarterly ,1909 Vol 6 includes 150th anniversary number      Basic Concepts in Relativity and Early Quantum Theory Robert Resnick, David Halliday, 1992 This book covers basic concepts in relativity quantum theory using a large varied set of worked examples questions and problems to illustrate key concepts Relevant historical

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