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Modeling Instruction Program
Then do each of the things called for in question 4. ©Modeling Workshop Project 2006/A TIME for P HYSICS F IRST 3 Unit 4 Worksheet 1, More About Forces, v1.0 7. A horse, who has been reading in his physics book about Newton's 3 rd Law questions whether he can

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©Modeling Workshop Project 2006 3 8. A bungee jumper falls off the platform and reaches the limit of stretch of the cord. The system is the person and the cord! 9. Superman, stopping a speeding locomotive, is pushed backwards a few meters in the process. The system is only the locomotive!

Physics: ENERGY! Name I HAVE THE POWER!" - He-Man 1 2 3 4 ...
Unit 1 Review: Scientific Methods. ©Modeling Workshop Project 2006 1 Unit I Review v3.0. Unit 1 Review: Scientific Methods. 1. The following data are based on charges for membership in a CD purchasing club. Compact Discs 0.00 1.00 2.00 3.00 4.00 5.00 6.00 7.00 8.00 9.00 Cost (Dollars) 0.00 20.0 40.0 60.0 80.0 100 10.3±0.246 4.00±1.38 0.998 Statistics: Slope Y Intercept C.O.R. Data Set 1.

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Read the following three problems and consider if the Constant Velocity Particle Model (CVPM) applies. I. A Mac Truck starts from rest and reaches a speed of 8.5 m/s in 20 seconds.

Name: Constant Acceleration Model
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Dr. De La Paz runs the first 25.0 m with an average speed of 10.0 m/s, the next 50.0 m with an average speed of 9.50 m/s, and the last 25.0 m with an average speed of 11.1 m/s. Who gets stuck grading physics labs for the next month? ©Modeling Workshop Project 2006/STL Group-R. Rice 1 Unit 1 WS 8, Uniform Motion, v1.0

Speed and Velocity Problems - Weebly
3. In a freight yard a train is being put together from freight cars. An empty freight car, coasting at 10 m/s, strikes a loaded car that is stationary, and the cars couple together. Each of the cars has a mass of 3000 kg when empty, and the loaded car contains 12,000 kg of canned soda (a year's supply for the Physics class).

template
3. The box is now placed on a very smooth and polished floor. In the space below, modify your velocity vs. time graph as well as your system schemas and FBDs from problem 2 to accurately describe this new situation.

Name: Balanced Force Model
©Modeling Workshop Project 2006 1 Unit II Review v3.0 Scholar Date Pd UNIT II: Review For #1 and #2, add a ".0" to each marking on the graphs. (Keep the proper number of sf's.) 1. Consider the position vs time graph at right. a. Determine the average velocity of the object. b. Write a mathematical equation to describe the

Date Pd UNIT II: Review - Wallingford-Swarthmore School ...
Name Date UNIT IV: TEST - FORCES For questions 1-4, draw the force diagram to represent the situation. 1. 2. 3. 4. 5. The box is raised at constant speed.

www.northlandprep.org
©Modeling Workshop Project 2006 3 E1-Charge&Field - ws 5 v3.3 + 2.0 C +3.0 C -2.0 C a b c 7. Two point charges are placed on the y-axis. One is +3.0 C and located at position (0, 2 m), the other is -2.0 C and located at the origin. Use the diagram to find the magnitude and direction of the

Name Date Pd E&M Unit I Worksheet 5: Electric Fields
Worksheet 4: Problem Solving 22. A 500-kg pig is standing at the top of a muddy hill on a rainy day. The hill is 100.0 m long with a vertical drop of 30.0 m.

Name: Energy Transfer Model - tothally Physics
Name: _____ Constant Velocity Model The front of each model packet should serve as a storehouse for things you'll want to be able to quickly look up later. We will usually try to give you some direction on a useful way to organize this space (see the table below). Physical Quantity Description Symbol Units

Name: Constant Velocity Model - Weebly
©Modeling Workshop Project 2006 1 Unit IV ws3 v3.0 5 kg 5 kg Name Date Pd UNIT IV: Worksheet 3 For each of the problems below, carefully draw a force diagram of the system before attempting to solve the problem. 1. Determine the tension in each cable in case A and case B. Case A Case B 2.

Name Date Pd UNIT IV: Worksheet 3 - Lucky science
2. Use the velocity-vs-time graph to analyze the motion of the object. a. Give a written description of the motion. b. Sketch a motion map. Be sure to include both velocity and

Name: Constant Acceleration Model
©Modeling Workshop Project 2006 2 Unit III Review v3.0 7. For each of the position vs time graphs shown below, draw the corresponding v vs t, a vs t, and motion map. 8. Using the graph below, compare the kinematic behavior of the two objects.