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Workshop Project 2006 3 Unit I Review v3.0 5.
Describe the relationships that we proved in
our pendulum lab. The variables included were
period, mass, amplitude, and length. Use
complete, English sentences to describe the

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relationships!! 6.

~~Modeling Workshop Project 2006 Unit V
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the final unit in the...

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velocity of +25 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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When evaluating problems 1 - 3, please
represent the motion that would result from
the rail configuration indicated by means of
a: A) qualitative graphical representation of
x vs. B) qualitative graphical representation
of v vs. C) qualitative graphical ...

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tools for the visual evaluation of data is a
graph The investigator is usually interested
in a quantitative graph

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graph The investigator is usually interested

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in a quantitative graph that shows the ...

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HYSICS F IRST 2 Unit 1 WS 8, Uniform Motion,
v1.0 More 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.

~~17_U1_ws_8_SpeedVelocityProb.pdf - Unit 1~~

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~~Uniform Motion ...~~

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

~~Modeling Workshop Project 2006 Unit Vii
Worksheet 1 Answers~~

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v3.0 2. From the position vs time data below,

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answer the following questions. t (s) x (m) 0
0

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©Modeling Workshop Project 2006 3 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 8.70 cm. 19. 9.081 m/s 450 s = 20.
Determine the slope of the line in Figure 5
(Show your work)

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Figures~~

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v3.0 Name Date Pd UNIT 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.					

~~Date Pd UNIT II: Worksheet 3 (335)~~

©Modeling Workshop Project 2006 14. The object is pushed by a force applied downward at an angle. Fa9ine 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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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
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V Worksheet 2 Answers mathematical equation
that states the

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2006 Unit As recognized, adventure as
skillfully as experience roughly lesson,
amusement, as skillfully as arrangement can
be gotten by just checking out a books
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©Modeling Workshop Project 2006 3 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

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a pulley at the edge of the table. A 10 kg mass (B) hangs at the end of the cord. a) Clearly draw and label the force vectors acting on each object.

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Research. Findings of the Modeling Workshop Project (pdf: 1994-2000) This is one section in the Final Report submitted to the National Science 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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