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# Modeling Workshop Project 2003 Answers

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Date Pd UNIT III: Handout 3

Date Pd Unit 1 Worksheet 2 - Significant Figures

Name: Constant Acceleration Model

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each of ...

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MEASURING TOOL

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Unit 7 Ws 3b Modeling Workshop Answers

Experimental Development of Quantitative  
Energy Expressions

Unit 6 Ws3 V3 Modeling Workshop Answers

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Unit III ws3  
v3.0 3. A stunt  
car driver  
testing the  
use of air bags  
drives a car at  
a constant  
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.  
a.Date Pd

UNIT III:  
Handout 3Key  
for Waves Unit  
II, Worksheet  
3. Questions  
1-4 show  
pulses A and B  
at time = 0 as  
they head  
toward each  
other. Each  
pulse travels  
at a constant  
speed of 2  
squares per  
second on a  
string which is  
16 squares  
long. For  
questions 1-4,  
at  $t = 1 \text{ s}$ ,  $2 \text{ s}$ ,  
 $3 \text{ s}$ , and  $4 \text{ s}$ ,  
show the  
position of  
pulse A in red  
and pulse B in  
blue.Unit 2  
Worksheet 3  
KeyA raft of  
mass 180 kg  
carries two  
swimmers of

mass 50 ...  
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speed and (b) while slowing to a stop? Please explain your answers. ©Modeling Workshop Project 2006 2 Unit I Teacher Notes v3.0templateActivities and Significance of the Modeling Workshop Project (1994-2000), by David Hestenes. David Hestenes' vision for high school physics is reflected in the activities, contributions, and significance expressed in the 10-page document submitted to	the NSF.Modeling Instruction ProgramName Date Pd Unit VII: Worksheet 3a ( $E_i + \Delta E = E_f$ ) For each situation shown below: 1. Show your choice of system in the energy flow diagram, unless it is specified for you.template Modeling Instruction TM in High School Sciences. The Modeling Method of High School Physics Instruction began development at Arizona State University in	1990 under the leadership of David Hestenes, now Emeritus Professor of Physics, and Malcolm Wells, award-winning high school physics teacher in Tempe.Modeling Instruction in High School Physics©Modeling Workshop Project 2003 1 MPS 1.1 Geometric Properties- Length ws2 v2.1 Name Date Pd UNIT 1.1 WORKSHEET 2: MEASURING THE MEASURING TOOL 1) Measure the longest part of
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your hand with the pen or pencil you are using. _____ 2) Measure the longest part of your foot with the pen or pencil you are using.UNIT 1.1 WORKSHEET 2: MEASURING THE MEASURING TOOL4. A negative charge of $-4.0 \times 10^{-5}$ C and a positive charge of $7.0 \times 10^{-6}$ C are separated by 0.15 m. What is the force between the two charges? 5. A negative charge of $-8.0 \times 10^{-6}$ C exerts an attractive	force of 12 N on a second charge that is 0.050 m away. What is the magnitude of the second charge?QQ F k 9.0 10 n m©Modeling Workshop Project 2006 1 Unit I ws 2 v3.0 Name Date Pd Unit 1 Worksheet 2 - Significant Figures The zero rules for significant figures follow: (1) Zeros are significant when bounded by non-zero digits. (2) Zeros preceding the first non-zero digit are never significant.Dat e Pd Unit 1	Worksheet 2 - Significant FiguresUnit 7 Ws 3b Modeling Workshop Answers.pdf Free Download Here ... 'Modeling Workshop Project 2003 1 Unit VII ws3b v3.0 Name ... UNIT VII: WS 3b Quantitative Bar Graphs and Problems For ... ©Modeling Workshop Project 2006/A TIME for PHYSICS FIRST 5 Unit 3, WS 2, Introduction to Forces, v1.0 Sign Conventions: Related
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Length ws1	an	earth is 5.98 x
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Workshop	Worksheets	Use the
Project 2003.	Answers -	velocity-vs-
6 PAGE 1 MPS	Name Date Pd	time graph to
1.1 Geometric	Unit WEI	analyze the
Properties-	Worksheet 1	motion of the
Length ws1	Assume that	object. a. Give
v2.1document	the car shown	a written

description of the motion. b. Sketch a motion map. Be sure to include both velocity and Name: Constant Acceleration Modeljp2hs.org gjp2hs.org@Modeling Workshop Project 2006 1 Unit I ws 2 v3.0 Scholar Period Date UNIT I Handout 1: GRAPHING PRACTICE For each data set below, determine the mathematical expression. To do this, first graph the original data. Assume the 1st column in	each set of values to be the independent variable and the 2nd column the dependent variable. Then, taking ... Name Date Pd Unit VII: Worksheet 3a ( $E_i + \Delta E = E_f$ ) For each situation shown below: 1. Show your choice of system in the energy flow diagram, unless it is specified for you. <b>Date Pd Unit 1 Worksheet 2 - Significant Figures</b> ©Modeling	Workshop Project 2003 1 MPS 1.1 Geometric Properties- Length ws2 v2.1 Name Date Pd UNIT 1.1 WORKSHEET 2: MEASURING THE MEASURING TOOL 1) Measure the longest part of your hand with the pen or pencil you are using. ____ 2) Measure the longest part of your foot with the pen or pencil you are using. Name: <u>Constant Acceleration Model</u> 4. A negative
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charge of  $-4.0 \times 10^{-5}$  C and a positive charge of  $7.0 \times 10^{-6}$  C are separated by 0.15 m. What is the force between the two charges?  
 5. A negative charge of  $-8.0 \times 10^{-6}$  C exerts an attractive force of 12 N on a second charge that is 0.050 m away. What is the magnitude of the second charge?

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Please explain your answers.

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 Unit WEI  
 Worksheet 1  
 Assume that the car shown below is going at a constant speed 'v'  
 nullifi Fig 1 1  
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Project 2006 1  
 Unit VIII ws3  
 v3.0 The earth's orbit around the sun is very nearly circular, with an average radius of  $1.5 \times 10^8$  km.  
 Assume the mass of the earth is  $5.98 \times 10^{24}$  kg.  
 ...  
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 Activities and Significance of the Modeling Workshop Project (1994-2000), by David Hestenes.  
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...  
 A raft of mass 180 kg carries two swimmers of mass 50 kg each.  
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description of the motion. b. Sketch a motion map. Be sure to include both velocity and

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2:  
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THE  
MEASURING  
TOOL**

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graph We know that  $E_{el}$  is related to  $\Delta x$  and  $E_g$  is related to  $\Delta h$ . ©Modeling Workshop Project 2006 1 Unit IX Test 1 v3.0 Name Date Pd Unit IX: Test - v1 For each of the situations outlined below in questions 1-4 compare ( $a > b$ ,  $a < b$ , or  $a = b$ ) the momentum of sphere A and sphere B. Then offer a brief explanation supporting your response. 6. A rifle recoils while firing a bullet. The speed of the

rifle's recoil is small because the a.

*QQ F k 9.0 10 n m*

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 show pulses A  
 and B at time  
 $= 0$  as they  
 head toward  
 each other.  
 Each pulse  
 travels at a  
 constant  
 speed of 2  
 squares per  
 second on a  
 string which is  
 16 squares  
 long. For  
 questions 1-4,  
 at  $t = 1$  s, 2 s,  
 3 s, and 4 s,  
 show the  
 position of  
 pulse A in red  
 and pulse B in  
 blue.  
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