# Concept-Development Practice Page

6-1

#### Friction



- A crate filled with delicious junk food rests on a horizontal floor. Only gravity and the support force of the floor act on it, as shown by the vectors for weight W and normal force n.
  - a. The net force on the crate is (zero) (greater than zero).
  - b. Evidence for this is no acceleration



- 2. A slight pull P is exerted on the crate, not enough to move it.
  - a. The force of friction f acting on the crate is (less than) (equal to) (greater than) P.
  - b. The net force on the crate is (zero) (greater than zero).



- Pull P is increased until the crate begins to move. It is pulled so that it moves with constant velocity across the floor.
  - a. Friction f is (less than) (equal to) (greater than) P.
  - b. Constant velocity means acceleration is (zero) (greater than zero).
  - c. The net force on the crate is (less than) (equal to) (greater than) zero.



- Pull P is further increased and is now greater than friction f.
  - a. The net force on the crate is (less than) (equal to) (greater than) zero.
  - The net force acts toward the right, so acceleration acts toward the (left) (right).
- If the pulling force P is 150 N and the crate doesn't move, what is the magnitude of f? 150 N
- 6. If the pulling force P is 200 N and the crate doesn't move, what is the magnitude of f? 200 N
- If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? <u>250 N</u>
- If the mass of the crate is 50 kg and sliding friction is 250 N, what is the acceleration of the crate when the pulling force is 250 N? \_\_\_\_0 m/s² \_\_\_ 300 N? \_\_\_\_5 m/s² \_\_\_ 500 N? \_\_\_\_5 m/s²

CONCEPTUAL PHYSICS

# **Answers For Conceptual Physics Assessment 32**

Lyn D. English, Timothy Lehmann

#### **Answers For Conceptual Physics Assessment 32:**

Nuclear Science Abstracts ,1973-02 Understanding Physics Using Mathematical Reasoning Andrzej Sokolowski,2021-08-20 This book speaks about physics discoveries that intertwine mathematical reasoning modeling and scientific inquiry It offers ways of bringing together the structural domain of mathematics and the content of physics in one coherent inquiry Teaching and learning physics is challenging because students lack the skills to merge these learning paradigms The purpose of this book is not only to improve access to the understanding of natural phenomena but also to inspire new ways of delivering and understanding the complex concepts of physics To sustain physics education in college classrooms authentic training that would help develop high school students skills of transcending function modeling techniques to reason scientifically is needed and this book aspires to offer such training The book draws on current research in developing students mathematical reasoning It identifies areas for advancements and proposes a conceptual framework that is tested in several case studies designed using that framework Modeling Newton's laws using limited case analysis Modeling projectile motion using parametric equations and Enabling covariational reasoning in Einstein formula for the photoelectric effect represent some of these case studies A wealth of conclusions that accompany these case studies drawn from the realities of classroom teaching is to help physics teachers and researchers adopt these ideas in practice

**Assessment in Science** Maureen McMahon,2006 If you want to learn about the latest research on assessment techniques that really work the ideal sourcebook is right here in your hands Assessment in Science is a collection of up to date reports by authors who are practicing K 16 classroom teachers and university based educators and researchers

Innovative Curriculum Materials ,1999 Teaching High School Science Through Inquiry Douglas Llewellyn, 2005 This is the secondary school I version of Llewellyn's strong Corwin debut Inquire Within Implementing Inquiry Based Science Standards 2000 This book focuses on raising a teacher's capacity to teach science through an inquiry based process implementing inquiry as stated by the national standards **ENC Focus** ,1999 Ways of Thinking in STEM-based Problem Solving Lyn D. English, Timothy Lehmann, 2024-10-14 Taking a future oriented approach this book addresses students ways of thinking in STEM based problem solving It provides a rich set of chapters that explore how we can advance important thinking skills in STEM education for K 12 students STEM education is essential to understanding and solving many of the world's major challenges However the kind of interdisciplinary modes of thinking required to tackle such unforeseen problems is lacking in most STEM education delivery This book examines the various ways of thinking that can be applied to effective STEM based problem solving across K 12 education These include design and design based thinking systems thinking and modeling critical thinking innovative and adaptive thinking intuition in problem solving and computational and algorithmic thinking Across the chapters the authors interdisciplinary perspectives give further depth to understanding how students learn and apply their thinking to solve STEM based problems The book also provides guidance

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