

PHYSICS GRADE 10

CHAPTER ONE LINEAR MOTION

Introduction

Study of motion is divided into two;

1. Kinematics
2. Dynamics

In kinematics forces causing motion are disregarded while dynamics deals with motion of objects and the forces causing them.

I. Displacement

Distance moved by a body in a specified direction is called displacement. It is denoted by letter 's' and has both magnitude and direction. Distance is the movement from one point to another. The SI unit for displacement is the metre (m).

II. Speed

This is the distance covered per unit time.

Speed = distance covered / time taken. Distance is a scalar quantity since it has magnitude only. The SI unit for speed is metres per second (m/s or ms⁻¹)

Average speed = total distance covered / total time taken

Other units for speed used are Km/h.

Examples

1. A body covers a distance of 10m in 4 seconds. It rests for 10 seconds and finally covers a distance of 50m in 60 seconds. Calculate the average speed.

Solution

Total distance covered = 10 + 50 = 100m

Total time taken = 4 + 10 + 6 = 20 seconds

Therefore average speed = 100 / 20 = 5m/s

2. Calculate the distance in metres covered by a body moving with a uniform speed of 180 km/h in 30 seconds.

Solution

Distance covered = speed * time

$$= 180 * 1000 / 60 * 60 = 50 \text{ m/s}$$

$$= 50 * 30$$

$$= 1,500 \text{ m}$$

3. Calculate the time in seconds taken a by body moving with a uniform speed of 360km/h to cover a distance of 3,000 km?

Solution

Speed: 360 km/h = 360 * 1000 / 60 * 60 = 100m/s

Time = distance / speed

$$3000 * 1000 / 100$$

$$= 30,000 \text{ seconds.}$$

III. Velocity

This is the change of displacement per unit time. It is a vector quantity.

Velocity = change in displacement / total time taken

The SI units for velocity are m/s

Examples

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Legislative Council**



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Technology Enhanced Learning draws together a remarkable breadth of research findings from across the field providing useful data on the power of technology to solve cognitive physical emotional or geographic challenges in education A far ranging assessment this book combines research policy and practical evidence to show what digital technologies work best for which learners and why Inclusive Technology Enhanced Learning takes a number of unique perspectives looking at uses of digital technologies through a detailed learning framework considering different groups of users and how they can be individually supported through digital technologies and exploring how those who support different categories of learners can apply technologies to their specific support needs This powerful meta analysis of research on technology enhanced learning will be invaluable reading for anyone concerned with the impacts of digital technologies on learning across subject areas age ranges and levels of ability

The Chemical News and Journal of Physical Science ,1891 *Resources in Education* ,2001-10 **Educational Television and Radio Amendments of 1969, Hearings Before the Subcommittee on Communications and Power ... 91-1, on H.R.4212, H.R. 7737, S. 1242, June 18, 19, 1969, Serial No. 91-18** United States. Congress. House. Interstate and Foreign Commerce,1969 **M'Culloch's Universal Gazetteer** John Ramsay McCulloch,1846 The Education Gazette of the Province of the Cape of Good Hope Cape of Good Hope (South Africa). Education Department,1979 Chemical news and Journal of physical science ,1873 **A Dictionary, Geographical, Statistical and Historical, of the Various Countries, Places, and Principal Natural Objects in the World** John Ramsay McCulloch,1849 **Testing for Specified Objectives of Physics Teaching** Leo Nedelsky,1949 *THE EDUCATIONAL TIMES, AND JOURNAL OF THE COLLEGE PRECEPTORS*. c.f hodgson and sons,2, gough square,1880

Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-03-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering

information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

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