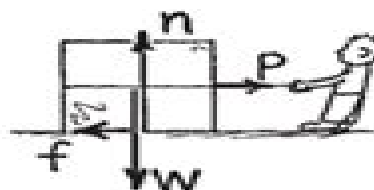


**Concept-Development
Practice Page****6-1****Friction**

1. 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).



3. 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.



4. 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.
b. The net force acts toward the right, so acceleration acts toward the (left) (right).

5. 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
7. If the force of sliding friction is 250 N, what force is necessary to keep the crate sliding at constant velocity? 250 N
8. 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? 1 m/s² 500 N? 5 m/s²

CONCEPTUAL PHYSICS

Answers For Conceptual Physics Assessment 3

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Education, Committee on Programs for
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A First Look at what We Can Learn from High Performing School Districts, 1999 Quantitative Reasoning in Mathematics and Science Education Gülseren Karagöz Akar, İsmail Özgür Zembat, Selahattin Arslan, Patrick W.

Thompson, 2023-01-01 This book focuses on quantitative reasoning as an orienting framework to analyse learning teaching and curriculum in mathematics and science education Quantitative reasoning plays a vital role in learning concepts foundational to arithmetic algebra calculus geometry trigonometry and other ideas in STEM The book draws upon the importance of quantitative reasoning and its crucial role in education It particularly delves into quantitative reasoning related to the learning and teaching diverse mathematics and science concepts conceptual analysis of mathematical and scientific ideas and analysis of school mathematics K 16 curricula in different contexts We believe that it can be considered as a reference book to be used by researchers teacher educators curriculum developers and pre and in service teachers

Learning and Understanding National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Programs for Advanced Study of Mathematics and Science in American High Schools, 2002-08-06 This book takes a fresh look at programs for advanced studies for high school students in the United States with a particular focus on the Advanced Placement and the International Baccalaureate programs and asks how advanced studies can be significantly improved in general It also examines two of the core issues surrounding these programs they can have a profound impact on other components of the education system and participation in the programs has become key to admission at selective institutions of higher education By looking at what could enhance the quality of high school advanced study programs as well as what precedes and comes after these programs this report provides teachers parents curriculum developers administrators college science and mathematics faculty and the educational research community with a detailed assessment that can be used to guide change within advanced study programs *Proceedings of the 25th Annual Cognitive Science Society* Richard Alterman, David Kirsch, 2013-12-16 This volume features the complete text of the material presented at the Twenty Fifth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science This volume includes all papers posters and summaries of symposia presented at the leading conference that brings cognitive scientists together The theme of this year's conference was the social cultural and contextual elements of cognition including topics on collaboration cultural learning distributed cognition and interaction

Artificial Intelligence in Education Ig Ibert Bittencourt, Mutlu Cukurova, Kasia Muldner, Rose Luckin, Eva Millán, 2020-07-04 This two volume set LNAI 12163 and 12164 constitutes the refereed proceedings of the 21th International Conference on Artificial Intelligence in Education AIED 2020 held in Ifrane Morocco in July 2020 The 49 full papers presented together with 66 short 4 industry innovation 4 doctoral consortium and 4 workshop papers were carefully

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