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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

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describe the relationships!! 6.

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Project 2006 3 Unit III ws3 v3.0 3. A stunt car driver testing the use  
of air bags drives a car at a constant velocity of  $+25 \text{ m/s}$  for  $85.0 \text{ m}$ .  
Then he applies his brakes and accelerates uniformly to a stop just  
as he reaches a wall  $35.0 \text{ m}$  away. Date

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Pd UNIT III: Worksheet 1 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

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graphical ...

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Unit I Reading GraphMethods v30 Unit I Reading – Graphical

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

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IRST 2 Unit 1 WS 8, Uniform Motion, v1.0 More Speed and



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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 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). From your velocity vs. time graph determine the total displacement of the object. ©Modeling Workshop Project 2006 2 Unit III ws3 v3.0. 9.

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©Modeling Workshop Project 2006 2 Unit II ws4 v3.0 2. From the

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position vs time data below, answer the following questions.  $t$  (s)  $x$  (m) 0 0

~~Date Pd UNIT II: Worksheet 4 (335)~~

©Modeling Workshop Project 2006 3 Unit I ws 2 v3.0 17.  $1.05 \text{ s} \times 10. \text{ m s} = 18$ . Determine the volume of a block with dimensions  $2.56 \text{ cm} \times 4.652 \text{ cm} \times 8.70 \text{ cm}$ . 19.  $9.081 \text{ m/s} \times 450 \text{ s} = 20$ . Determine the slope of the line in Figure 5 (Show your work)

~~Date Pd Unit 1 Worksheet 2—Significant Figures~~

©Modeling Workshop Project 2006 1 Unit II ws3 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

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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

~~Mrs. Avinash's Science Class Home~~

©Modeling Workshop Project 2006 2 Unit I 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 File PDF Modeling Workshop Project 2006  
Unit V Worksheet 2 Answers mathematical equation that states the

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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 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

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Physics.David Hestenes, Professor of Physics at Arizona State University, was Principal Investigator.

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Writing Workshop is a method of writing instruction that developed from the early work of Donald Graves, Donald Murray, and other teacher/researchers who found that coaching students to write for a variety of audiences and purposes was more effective than traditional writing instruction. This approach has been popularized by Lucy Calkins and others involved in the Reading and Writing Project ...

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