

Reviewing Content

1. c 2. a 3. a
 4. d 5. a 6. c
 7. b 8. a 9. d
 10. b

Understanding Concepts

11. The net force is zero and the crate does not move.
 12. 8 N
 13. Yes, all of the forces can cancel one another.
 14. It accelerates.
 15. Static friction
 16. A machine part rubs against a rolling surface rather than a flat surface, thus reducing the size of the surfaces in contact and the amount of friction.
 17. As the velocity of the falling object increases, the air resistance acting on it also increases. Eventually the opposing force of air resistance equals the object's weight, and the object reaches its terminal velocity.
 18. Weight is a measure of the force of gravity acting on an object. Mass is the amount of matter an object contains as measured by its inertia.
 19. When a force is exerted on an object, the object responds with an equal and opposite force. The forces generated in this way are called action-reaction pairs.
 20. The mass of each vehicle
 21. Electric force
 22. Strong; protons and neutrons; weak; all particles
 23. Gravitational force

Critical Thinking

24. The arrow follows a projectile path. It begins to fall as soon as it leaves the bow. Thus, if the arrow is aimed directly at the target, it will hit the target below the bull's-eye.
 25. Newton's third law of motion describes the action and reaction forces that occur when the ball is struck by the racquet and when the ball strikes the wall. Newton's second law of motion describes the acceleration of the tennis ball when a force from the racquet or the wall is applied to it.
 26. An object's weight is six times greater on Earth, however, its mass is the same in both locations.
 27. 0.6 m/s^2 ; 5 kg
 28. The inertia, mass, and weight of the 10-kg rock are 10 times greater than that of the 1-kg rock.
 29. The air resistance is greatly increased when the top is down resulting in fewer miles per gallon.
 30. Increasing the force applied to the object or decreasing the mass of the object will increase the acceleration of the object.

Math Skills

31. 0.25 m/s^2
 32. $200 \text{ kg}\cdot\text{m/s}$
 33. 290 N

Concepts in Action

34. The fluid friction from the hovercraft's contact with the air is less than an ordinary boat's fluid friction from contact with the water.
 35. The racer could be tested in a wind tunnel or out on a road. If the clothing is effective, the force on the racer in the wind tunnel will decrease. The racer's maximum speed on the road will increase.
 36. Attach a spring scale to the box. Gradually increase the force applied by pulling on the spring scale. The smallest measured force on the spring scale that moves the box equals the force of static friction.
 37. Student paragraphs will vary but should include the force applied at the drive wheels (supplied by the engine), the action-reaction force pair where the tires are in contact with the road, the air resistance (fluid friction), the rolling friction of the tires on the road, and the rolling friction of the ball bearings in the engine and wheels.

Conceptual Physics Chapter Assessment

James H. Lake



Conceptual Physics Chapter Assessment:

Concept Mapping as an Assessment Tool for Conceptual Understanding in Mathematics Haiyue JIN, 2022-05-05 This book investigates the practicability and effectiveness of the concept map as a tool for assessing students conceptual understanding in mathematics The author first introduces concept mapping and then employs it to investigate students conceptual understanding of four different mathematical topics Alongside traditional scoring methods she adopts Social Network Analysis a new technique to interpret student constructed concept maps which reveals fresh insights into the graphic features of the concept map and into how students connect mathematical concepts By comparing two traditional school tests with the concept map she examines its concurrent validity and discusses its strengths and drawbacks from the viewpoint of assessing conceptual understanding With self designed questionnaires interviews and open ended writing tasks she also investigates students and teachers attitudes toward concept mapping and describes the implications these findings may have for concept mapping s use in school and for further research on the topic Scholars and postgraduate students of mathematics education and teachers interested in concept mapping or assessing conceptual understanding in classroom settings will find this book an informative inspiring and overall valuable addition to their libraries

Technology Enhanced Innovative Assessment Hong Jiao, Robert W. Lissitz, 2017-11-01 Assessment innovation tied to technology is greatly needed in a wide variety of assessment applications This book adopts an interdisciplinary perspective to learn from advances in developing technology enhanced innovative assessments from multiple fields The book chapters address the development of virtual assessments including game based assessment simulation based assessment and narrative based assessment as well as how simulation and game based assessments serve both formative and summative purposes Further chapters address the critical challenge of integrating assessment directly into the learning process so that teacher effectiveness and student learning can be enhanced Two chapters specifically address the psychometric challenges related to innovative items One chapter talks about evaluating the psychometric properties of innovative items while the other chapter presents a new psychometric model for calibrating innovative items embedded in multiple contexts In addition validity issues are addressed related to technology enhanced innovative assessment It is hoped that the book provides readers with rich and useful information about the development of several types of virtual assessments from multiple perspectives The authors include experts from industry where innovative items have been used for many years and experts from research institutes and universities who have done pioneering work related to developing innovative items with formative applications to facilitate learning In addition expert advice has been provided on validating such work

Design Recommendations for Intelligent Tutoring System - Volume 5: Assessment Methods Dr. Robert Sottolare, Dr. Arthur Graesser, Dr. Xiangen Hu, Dr. Gregory Goodwin, 2017-08-28 This book is the fifth in a planned series of books that examine key topics e g learner modeling instructional strategies authoring domain modeling assessment impact on learning team tutoring machine learning and potential standards in

intelligent tutoring system ITS design through the lens of the Generalized Intelligent Framework for Tutoring GIFT Sottolare Brawner Goldberg Sottolare Brawner Sinatra Johnston 2017 GIFT is a modular service oriented architecture created to reduce the cost and skill required to author ITSs manage instruction within ITSs and evaluate the effect of ITS technologies on learning performance retention transfer of skills and other instructional outcomes Along with this volume the first four books in this series Learner Modeling ISBN 978 0 9893923 0 3 Instructional Management ISBN 978 0 9893923 2 7 Authoring Tools ISBN 978 0 9893923 6 5 and Domain Modeling 978 0 9893923 9 6 are freely available at www.GIFTtutoring.org and on Google Play

Being a Teacher Educator Anja Swennen, Elizabeth White, 2020-10-01 This collection offers a timely and wide ranging contribution to the research informed improvement of the work of teacher educators Drawing on original research studies conducted across a range of European countries Canada and Israel contributors offer insight into not only questions of curriculum and programme development research and professional development but also their day to day experience as teacher educators student teachers and mentors in schools Themes explored include teaching and working with students teacher educators as researchers the partnership work of teacher educators the professional development needs of teacher educators professional development approaches for improving teacher education and teacher educator empowerment Arising from the international community of the Association for Teacher Education in Europe ATEE and drawing together theory and practice this book offers a unique survey of the contributions of teacher educators and charts a path for future directions of the field

Conceptual Physical Science Paul G. Hewitt, 1998-11 Conceptual Physical Science Third Edition takes learning physical science to a new level by combining Hewitt's leading conceptual approach and friendly writing style in a new edition that provides stronger integration of the sciences more quantitative coverage and a wealth of new media resources to help readers The dynamic new media program includes hundreds of animations and interactive tutorials developed specifically for students taking physical science courses Media references throughout the book point readers to additional online help

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