

Concept-Development Practice Page

6-3

Racing Day with $a = F/m$

In each situation below, Cart A has a mass of 1 kg. Circle the correct answers (A, B, or Same for both).

1. Cart A is pulled with a force of 1 N.
Cart B also has a mass of 1 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



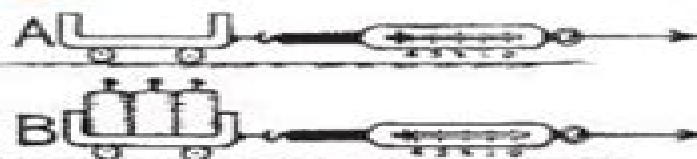
3. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



5. This time Cart A is pulled with a force of 4 N.
Cart B has a mass of 4 kg and is pulled with a force of 4 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



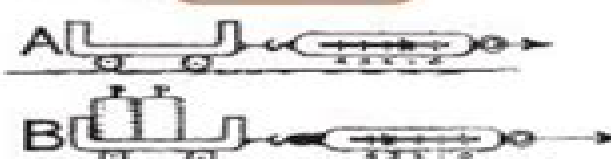
2. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is also pulled with a force of 1 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



4. Cart A is pulled with a force of 1 N.
Cart B has a mass of 3 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



6. Cart A is pulled with a force of 2 N.
Cart B has a mass of 4 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



thank to Dean Baird

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L Reisser



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El-Hi Textbooks & Serials in Print, 2005 ,2005 *El-Hi Textbooks and Serials in Print* ,2003 **Resources in Education** ,1997 The Pedagogy of Physical Science David Heywood,Joan Parker,2009-12-16 In the science classroom there are some ideas that are as difficult for young students to grasp as they are for teachers to explain Forces electricity light and basic astronomy are all examples of conceptual domains that come into this category How should a teacher teach them The authors of this monograph reject the traditional separation of subject and pedagogic knowledge They believe that to develop effective teaching for meaningful learning in science we must identify how teachers themselves interpret difficult ideas in science and in particular what supports their own learning in coming to a professional understanding of how to teach science concepts to young children To do so they analyzed trainee and practising teachers responses to engaging with difficult ideas when learning science in higher education settings The text demonstrates how professional insight emerges as teachers identify the elements that supported their understanding during their own learning In this paradigm professional awareness derives from the practitioner interrogating their own learning and identifying implications for their teaching of science The book draws on a significant body of critically analysed empirical evidence collated and documented over a five year period involving large numbers of trainee and practising teachers It concludes that it is essential to problematize subject knowledge both for learner and teacher The book s theoretical perspective draws on the field of cognitive psychology in learning In particular the role of metacognition and cognitive conflict in learning are examined and subsequently applied in a range of contexts The work offers a unique and refreshing approach in addressing the important professional dimension of supporting teacher understanding of pedagogy and critically examines assumptions in contemporary debates about constructivism in science education Theoria Jürgen Mittelstrass,2018-08-06 Science is knowledge gained and justified methodically It is achieved by research and theory formation But what is a methodical procedure and what are methodically established justifications What kind of principles must be observed in order to obtain the degree of objectivity that is generally claimed by science What is the relation between science in the research mode and science in presentation mode i e in its theoretical form Do the same principles hold here And how are they justified Is it even possible to speak of justification in a theoretical sense Or do we have to be content with less with corroboration and confirmation Is the distinction between the context of discovery and the context of justification the last word in methodical and theoretical matters And how does this distinction relate to that between research and presentation the constitution of scientific objects on the one hand and theoretical propositions about them on the other The analyses and constructions in this book take up these questions They are explicitly intended as philosophical contributions not only in the sense implied by the disciplinary use of the term philosophy of science but also in the sense of a reflection on science that alongside more technical aspects of methodologies and elements of theories also has an eye for anthropological and cultural aspects *Product and Process in Understanding*

Newton's Third Law Eileen Theresa Burger,1994 **American Journal of Physics** ,2005 **Current Index to Journals in Education** ,1998-10 **Themes in Education** ,2001 *Boston Studies in the Philosophy of Science* ,2001
Resources for Science Literacy Project 2061 (American Association for the Advancement of Science),1997 Designed for science and mathematics teachers of K 12 to help them rethink the way they develop curricula select materials and activities design instruction and plan for assessment p vii *Introductory Astronomy* Nicholas A. Pananides,1973 **Light** Lou Michel,1995 **The Philosopher's Index** ,1978 *Isis Cumulative Bibliography 1986-1995: Subjects. Time periods: Antiquity through 18th century* John Neu,1997 **Announcer** American Association of Physics Teachers,1997 **Book Review Index** ,1985 Every 3rd issue is a quarterly cumulation **The Encyclopaedia Britannica** ,1962
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