Welcome to Conceptual Phyx!

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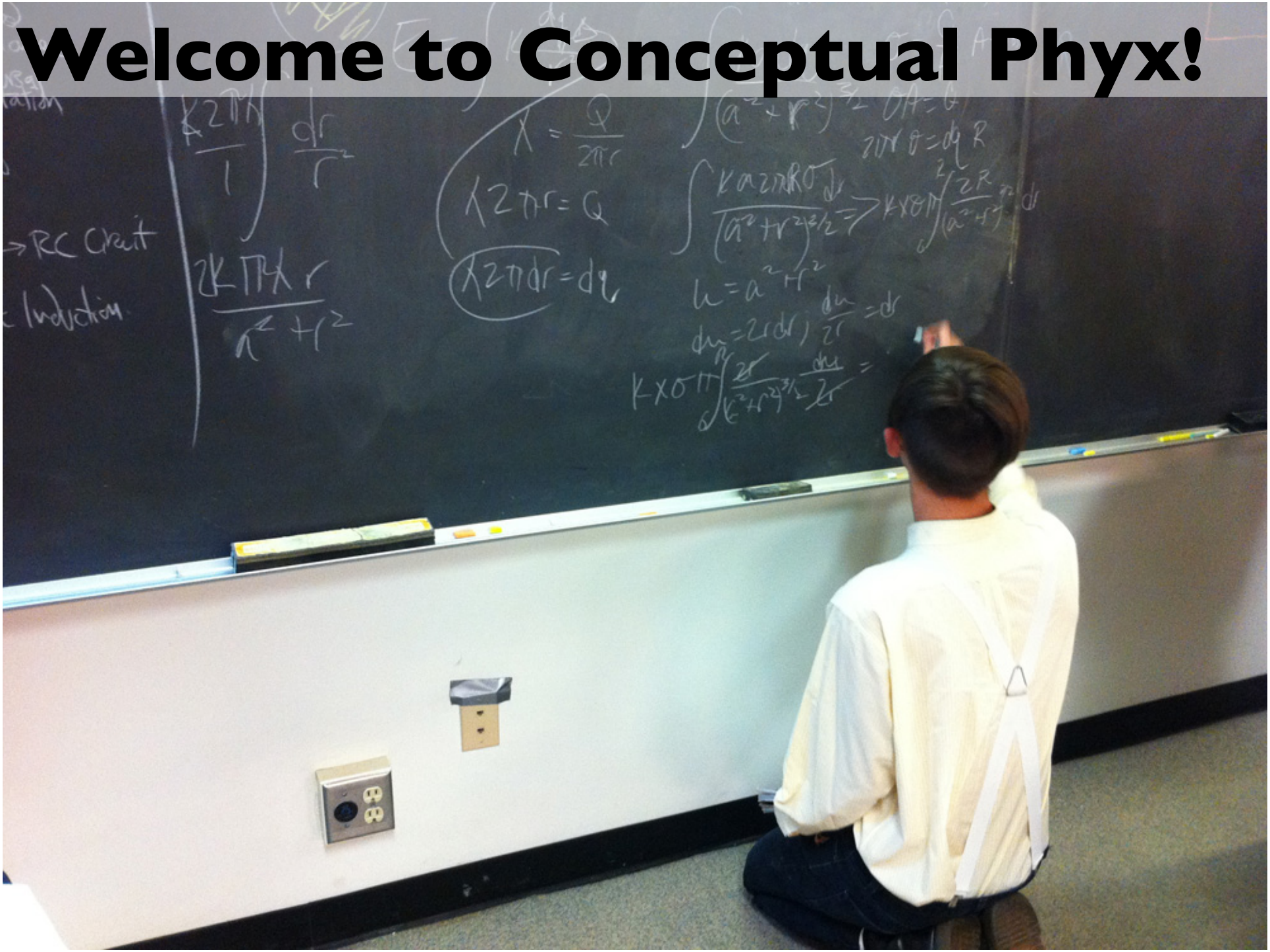


Welcome to Conceptual Phyx!

Today

- Introductions
  - Me, You
  - The school year
  - The course
    - Text: *Conceptual Physics*, High School Edition, copyright 2002
    - Grades
    - The website *www.crashwhite.com/conceptual*
  - Homework

Website

crashwhite Conceptual Welcome to the Jungle. Search

Home

Course Calendar

Class Materials

Grades

Links

FAQs

Contact Mr. White

Learn Conceptual Physics.com

OVERHEARD

"Everybody needs a good meter stick at home."

- E. Gancedo

Last update:
15 August 2011

This is the place!

... for information about Mr. White's Conceptual Physics classes. Use the menu bar to the left to navigate through the site, or click on any of the "quick-links" below... or do a quick search by typing keywords in the Search Box up top.

- Conceptual Physics Course Description (reading time: ~10 minutes)
- How to do homework (reading time: ~3 minutes)
- Course Calendar (updated 29 Mar)
- Grades (updated every 3-4 days)
- Student Info Form

15 August 2011
Start your engines...!

There's a new school year coming, just around the corner, and it's going to be *awesome*!

See you soon,

Mr. White

Get daily practice problems in Conceptual Physics!

Are you learning Conceptual Physics? Looking for study resources?

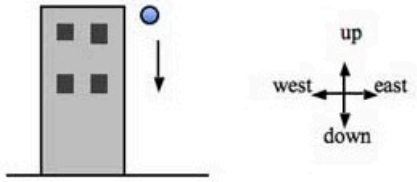
Whether you're a homeschooling student who wants online resources or just in need of a little tutoring to help you review material covered in your class, you'll find what you need here:

- **Example problems** with complete demonstrations of **solutions**
- Online **presentations** to help you learn physics with an emphasis on conceptual understanding.
- Multiple Choice practice problems, **delivered to your email inbox**.

Many people consider physics to be a difficult topic to study, but by organizing your study of the material and progressively challenging yourself, you'll soon find that you'll have a stronger understanding of the subject.

Best wishes in your studies!

Question:



In order to analyze an object's motion, you decide to use an *x*-*y* coordinate system as shown above, with the down direction considered as negative. A ball dropped from the top of a 30-meter tall building falls down to the ground. Which statement is true?

a. The object falls a distance of 30 m, and has a displacement of +30m.
b. The object falls a distance of -30 m, and has a displacement of +30m.
c. The object falls a distance of 30 m, and has a displacement of -30m.
d. The object falls a distance of 30 m, and has a displacement of 0m.
e. The object falls a distance of 0 m, and has a displacement of -30m.

Get these problems and more, **emailed to you daily**!

Get daily Practice Problems from LearnConceptualPhysics.com by email!

How it works:

1. Enter your email address
   Confirm email address
   Sign up
   Your email address will not be shared. See our **Terms of Service** for more info on how your privacy is protected.
2. Get a new Conceptual Physics multiple-choice problem delivered to your email inbox each weekday.
3. Click the link in the email to see the correct answer with explanation.

Activity – Velocity of a Car

Assignment: Find the velocity of the car.

Once you're done (10 minutes max), take another 10 minutes to write out the *answers* to these questions.

1. What equipment did you use?

2. What procedure did you follow?

3. What measurements did you make?

4. What calculation did you perform to determine the car's speed?

5. What was the speed of the car?

6. What were sources of experimental error in your measuring?

Closing Up

Your assignment, before turning in, needs to have (as always), in the upper right corner:

- Your name
- Date
- Name of partners & (across the top of the page), the Name of the assignment

Please return equipment to where you got it.

Do homework tonight!

Answers

1. What equipment did you use?
Meter stick, stopwatch, car (did you identify the number?)

2. What procedure did you follow?
Brief description, something like "we timed the car while it traveled a distance of 30cm."

3. What measurements did you make?
distance and time, identified with units shown; ideally, multiple trials, with data organized into a data table would be shown here

4. What calculation did you perform to determine the car's speed?
velocity=distance/time? Show formula with variables first, *then* plug in numbers to show the final answer, with units, with a box around it all.

5. What was the speed of the car?
Did you identify units? use correct significant figures?

6. What were sources of experimental error in your measuring?
1. reaction time with stopwatch 2. measuring distance car travels. "Human error" is *not* a source of experimental error!