

PHYSICS GRADE 10

CHAPTER ONE LINEAR MOTION

Introduction

Study of motion is divided into two;

1. Kinematics
2. Dynamics

In kinematics forces causing motion are disregarded while dynamics deals with motion of objects and the forces causing them.

I. Displacement

Distance moved by a body in a specified direction is called displacement. It is denoted by letter 's' and has both magnitude and direction. Distance is the movement from one point to another. The SI unit for displacement is the metre (m).

II. Speed

This is the distance covered per unit time.

Speed = distance covered / time taken. Distance is a scalar quantity since it has magnitude only. The SI unit for speed is metres per second (m/s or ms^{-1})

Average speed = total distance covered / total time taken

Other units for speed used are Km/h.

Examples

1. A body covers a distance of 10m in 4 seconds. It rests for 10 seconds and finally covers a distance of 50m in 60 seconds. Calculate the average speed.

Solution

Total distance covered = $10 + 50 = 100\text{m}$

Total time taken = $4 + 10 + 6 = 20$ seconds

Therefore average speed = $100 / 20 = 5\text{m/s}$

2. Calculate the distance in metres covered by a body moving with a uniform speed of 180 km/h in 30 seconds.

Solution

Distance covered = speed * time

$$= 180 * 1000 / 60 * 60 = 50\text{m/s}$$

$$= 50 * 30$$

$$= 1,500\text{m}$$

3. Calculate the time in seconds taken a by body moving with a uniform speed of 360km/h to cover a distance of 3,000 km?

Solution

Speed: $360 \text{ km/h} = 360 * 1000 / 60 * 60 = 100\text{m/s}$

Time = distance / speed

$$3000 * 1000 / 100$$

$$= 30,000 \text{ seconds.}$$

III. Velocity

This is the change of displacement per unit time. It is a vector quantity.

Velocity = change in displacement / total time taken

The SI units for velocity are m/s

Examples

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A red circular graphic with a gradient, appearing as a partial circle or a thick arc, located to the right of the 'Disha Experts' text.

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Bobrowsky, Mikko Korhonen, Jukka Kohtamäki, 2014-03-01 What student or teacher can resist the chance to experiment with Rocket Launchers Drinking Birds Dropper Poppers Boomwhackers Flying Pigs and more The 54 experiments in Using Physics Gadgets and Gizmos Grades 9 12 encourage your high school students to explore a variety of phenomena involved with pressure and force thermodynamics energy light and color resonance buoyancy two dimensional motion angular momentum magnetism and electromagnetic induction The authors say there are three good reasons to buy this book 1 To improve your students thinking skills and problem solving abilities 2 To acquire easy to perform experiments that engage students in the topic 3 To make your physics lessons waaaaay more cool The phenomenon based learning PBL approach used by the authors two Finnish teachers and a U S professor is as educational as the experiments are attention grabbing Instead of putting the theory before the application PBL encourages students to first experience how the gadgets work and then grow curious enough to find out why Students engage in the activities not as a task to be completed but as exploration and discovery The idea is to help your students go beyond simply memorizing physics facts Using Physics Gadgets and Gizmos can help them learn broader concepts useful critical thinking skills and science and engineering practices as defined by the Next Generation Science Standards And thanks to those Boomwhackers and Flying Pigs both your students and you will have some serious fun For more information about hands on materials for Using Physical Science Gadgets and Gizmos books visit Arbor Scientific at http://www.arborsci.com/nsta_hs_kits **Using Physical Science Gadgets and Gizmos, Grades 6-8**

Matthew Bobrowsky, Mikko Korhonen, Jukka Kohtamäki, 2014-04-01 What student or teacher can resist the chance to experiment with Rocket Launchers Sound Pipes Drinking Birds Dropper Poppers and more The 35 experiments in Using Physical Science Gadgets and Gizmos Grades 6 8 cover topics including pressure and force thermodynamics energy light and color resonance and buoyancy The authors say there are three good reasons to buy this book 1 To improve your students thinking skills and problem solving abilities 2 To get easy to perform experiments that engage students in the topic 3 To make your physics lessons waaaaay more cool The phenomenon based learning PBL approach used by the authors two Finnish teachers and a U S professor is as educational as the experiments are attention grabbing Instead of putting the theory before the application PBL encourages students to first experience how the gadgets work and then grow curious enough to find out why Students engage in the activities not as a task to be completed but as exploration and discovery The idea is to help your students go beyond simply memorizing physical science facts Using Physical Science Gadgets and Gizmos can help them learn broader concepts useful thinking skills and science and engineering practices as defined by the Next Generation Science Standards And thanks to those Sound Pipes and Dropper Poppers both your students and you will have some serious fun For more information about hands on materials for Using Physical Science Gadgets and Gizmos books visit Arbor Scientific at http://www.arborsci.com/nsta_kit_middle_school **Education at a Glance 2023 Sources,**

Methodologies and Technical Notes OECD, 2023-09-12 This publication provides additional reference material for

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Implementation and Critical Assessment of the Flipped Classroom Experience Scheg, Abigail G.,2015-01-31 In the past decade traditional classroom teaching models have been transformed in order to better promote active learning and learner engagement Implementation and Critical Assessment of the Flipped Classroom Experience seeks to capture the momentum of non traditional teaching methods and provide a necessary resource for individuals who are interested in taking advantage of this pedagogical endeavor Using narrative explanations and foundation materials provided by experienced instructors this premier reference work presents the benefits and challenges of flipped methodology implementation in today s classroom to educators and educational administrators across all disciplines and levels

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Active Learning in College Science Joel J. Mintzes,Emily M. Walter,2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman s 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on

Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book's final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of naïve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

Creating Stellar Lessons with Digital Tools Kenneth J. Luterbach, 2022-05-12 Creating Stellar Lessons with Digital Tools prepares teachers in training and in service teachers to use technologies for design and development activities with middle and high school students While software open resources handheld devices and other tools hold great potential to enhance learning experiences teachers themselves must model technology use in ways that inspire students to become producers and leaders rather than consumers and followers Featuring concrete applications in social studies English mathematics and science scenarios this book provides pre service and in service teachers with seven paths to creatively integrate and innovate with computational thinking datasets maker spaces visual design media editing and other approaches *Host Bibliographic Record for Bound with Item Barcode 30112106524124 and Others*, 2013

Science Education and International Cross-Cultural Reciprocal Learning George Zhou, Yuanrong Li, Jian Luo, 2023-01-25 This volume draws on findings from the Canada China Nature Notes Reciprocal Learning Program to explore cross cultural exchanges in science education in and outside of the classroom Under the collaborative reciprocity perspective cross cultural learning needs to go beyond simple comparison in practices values and results and moves to a paradigm that emphasizes a two way learning process in the context of acting together Through collaborative work between the international teams and partner schools the program described in this book shows how collaborative efforts between the two sister schools worked to raise awareness about Chinese farming culture and extend students outdoor learning experiences In this book educators from across the research team share their insights and reflect on the cross cultural collaborative process and how it impacted the learning experiences of themselves and their

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