

G. LOMAGA, W. SMILEY, and R. WARASILA
Suffolk County Community College
Selden, New York 11784

Name _____

Section _____

The Metric System and Angular Measurement

Science and technology have had great success because of their quantitative approach. The basis of most scientific research is an assumption of cause and effect. Researchers try to describe quantitatively what conditions and observations are expected from a particular experiment. The researchers then perform the experiment and measure anything that has changed in order to try and understand the cause and effect relationship. This often results in the discovery of physical laws. A crucial aspect of this process is measurement. To better understand the nature of the work of the scientist, it is necessary to be familiar with the elementary operations of measurements. In this investigation work will be done with measurements involving physical properties and angles.

I. The Metric System

To test the laws of science in everyday aspects of our lives, it is important to be able to measure many different quantities. Lord Kelvin, a 19th century English scientist, summed up the importance of measurement to science in the following way:

"I often say that when you can measure what you are speaking about, and express it in numbers, you know something about it, but when you cannot express it in numbers, your knowledge is of a meager and unsatisfactory kind; it may be the beginning of knowledge, but you have scarcely, in your thoughts, advanced to the stage of Science, whatever the matter may be."

If you think about your own experience in buying, selling, repairing, building, etc., the necessity and importance of measurement is obvious. The nature of measurement requires comparisons to previously determined standards. Generally the role of establishing and maintaining standards of measurement is the responsibility of governments. Historically, different societies and their governments have chosen standards that were relevant to them and their needs. For example, in the United States we have continued to use a system

of measurement that evolved from our English heritage called the *English system* of measurement. Thus for each society there can be a different standard measurement. In the 18th century great dissatisfaction was aroused in parts of Europe over the lack of a single universal standard of precise measurement. This was further aggravated by the Age of Exploration and the establishment of colonies in many parts of the world. The dissatisfaction eventually led to the adoption of a logical and relatively simple system of measurement known as the *metric system*, which derives its name from the unit of length called the *meter*. The metric system is now commonly used in every country with the exception of a few undeveloped countries and the United States, which is evaluating the advantages of converting to widespread use of the metric system. The metric system originated from the deliberations of the French National Assembly during the period 1791-1795, and became compulsory in France in 1837. Although the metric system is legally recognized in the United States, it has not been officially adopted. Because of the far reaching economic implications of conversion and the general hesitancy of public acceptance of the metric system, widespread conversion from the English system to the metric system in the United States has been delayed. The necessity to deal with imported metric products, however, encourages an ability to work with the metric system even if we continue to accept English system measurements in the United States.

The minimum quantities required to make all necessary measurements are referred to as the *fundamental units of measure*. The quantities that are combinations of the fundamental units of measure are called the *derived units of measure*. By international agreement seven fundamental units of measure have been adopted; they are length, mass, time, temperature, electrical current, light intensity, and the amount of molecular matter.

Astronomy Through Practical Investigations Number 34

AW Chickering



Astronomy Through Practical Investigations Number 34:

Connecting Primary Maths and Science: A Practical Approach Alan Cross, Alison Borthwick, 2016-02-16 At last a unique book that explores and exploits the links between primary mathematics and science so that you can promote learning in both of these important STEM subjects Rich in engaging ideas and activities for the classroom this book helps you plan and teach well structured lessons in a more integrated way The book outlines key curriculum topics in both subjects and considers why it is important and beneficial to make connections between the two As well as covering key subject knowledge what you need to know and teaching activities what you need to do the book explores learners mathematical and scientific needs and defines the characteristics of effective teaching and learning bringing it all together with ideas which you can use straightway in your classroom Key features promotes an informed approach to integrating primary mathematics and science teaching helps address the time constraints of delivering the primary national curriculum presents engaging ideas which can be directly transferred to the classroom provides a real life context to mathematics and science activities to inspire student learning helps you combine two closely related and sometimes tricky subject areas why teach one subject when you can teach two at the same time Accessible readable and engaging with a range of innovative teaching ideas this is an invaluable book for all trainee and qualified primary teachers and other educational professionals with links to primary mathematics and science A great go to book for teachers and trainee teachers alike Chapters are constructed with easy to read objectives and clear summaries Many practical ideas incorporating current research as well as information on mathematicians and scientists which is great for boosting children s aspirations and also helping with teachers confidence on the subjects A lovely easy to access book whether it is to use for reference to dip in and out of or just to use alongside planning materials Maria McArdle Senior Lecturer PGCE Mathematics Lead Primary University of Bedfordshire UK *Effective Astronomy Teaching and Student Reasoning Ability* Dennis Schatz, 1978 **Teaching and Learning Astronomy** Jay Pasachoff, John Percy, 2005-12-15 Astronomy is taught in schools worldwide but few schoolteachers have any background in astronomy or astronomy teaching and available resources may be insufficient or non existent This volume highlights the many places for astronomy in the curriculum relevant education research and best practice strategies for pre service and in service teacher education the use of the Internet and other technologies and the role that planetariums observatories science centres and organisations of professional and amateur astronomers can play The special needs of developing countries and other under resourced areas are also highlighted The book concludes by addressing how the teaching and learning of astronomy can be improved worldwide This valuable overview is based on papers and posters presented by experts at a Special Session of the International Astronomical Union *East European Accessions List* Library of Congress. Processing Department, 1954

Final Report Fritz Krafft, Christoph J. Scriba, 1993 Aus dem Inhalt Addresses Given at the Opening Closing Ceremonies of the XVIIIth International Congress of History of Science Christoph J Scriba The Beginnings of the International Congresses

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Literature 1981, Part 2 S. Böhme,W. Fricke,I. Heinrich,W. Hofmann,D. Krahn,V. R. Matas,D. Rosa,L. D. Schmadel,G.
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Table of Contents Astronomy Through Practical Investigations Number 34

1. Understanding the eBook Astronomy Through Practical Investigations Number 34
 - The Rise of Digital Reading Astronomy Through Practical Investigations Number 34
 - Advantages of eBooks Over Traditional Books
2. Identifying Astronomy Through Practical Investigations Number 34
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Astronomy Through Practical Investigations Number 34
 - User-Friendly Interface
4. Exploring eBook Recommendations from Astronomy Through Practical Investigations Number 34
 - Personalized Recommendations
 - Astronomy Through Practical Investigations Number 34 User Reviews and Ratings
 - Astronomy Through Practical Investigations Number 34 and Bestseller Lists
5. Accessing Astronomy Through Practical Investigations Number 34 Free and Paid eBooks
 - Astronomy Through Practical Investigations Number 34 Public Domain eBooks
 - Astronomy Through Practical Investigations Number 34 eBook Subscription Services
 - Astronomy Through Practical Investigations Number 34 Budget-Friendly Options

6. Navigating Astronomy Through Practical Investigations Number 34 eBook Formats
 - ePub, PDF, MOBI, and More
 - Astronomy Through Practical Investigations Number 34 Compatibility with Devices
 - Astronomy Through Practical Investigations Number 34 Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Astronomy Through Practical Investigations Number 34
 - Highlighting and Note-Taking Astronomy Through Practical Investigations Number 34
 - Interactive Elements Astronomy Through Practical Investigations Number 34
8. Staying Engaged with Astronomy Through Practical Investigations Number 34
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Astronomy Through Practical Investigations Number 34
9. Balancing eBooks and Physical Books Astronomy Through Practical Investigations Number 34
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Astronomy Through Practical Investigations Number 34
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Astronomy Through Practical Investigations Number 34
 - Setting Reading Goals Astronomy Through Practical Investigations Number 34
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Astronomy Through Practical Investigations Number 34
 - Fact-Checking eBook Content of Astronomy Through Practical Investigations Number 34
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
14. Embracing eBook Trends
 - Integration of Multimedia Elements

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- Interactive and Gamified eBooks

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