



PHYSICS



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WHAT IS PHYSICS ALL ABOUT?

Physics seeks to understand the natural phenomena that occur in our universe; a description of a natural phenomenon uses many specific terms, definitions and mathematical equations.
Solving Problems in Physics
In physics, we use the SI units (International System) for data and calculations.

Base Quantity	Symbol	Unit
Length	L, x	Meter - m
Mass	m, M	Kilogram - kg
Temperature	T	Kelvin - K
Time	t	Second - s
Electric Current	I	Ampere - A (C/s)

Other physical quantities are derived from these basic units. Prefixes denote fractions or multiples of units; many variable symbols are Greek letters.
Math Skills: Many physical concepts are only understood with the use of algebra, statistics, trigonometry and calculus.

CLASSICAL MECHANICS

A. Classical or Newtonian Mechanics: The position of a body is given by an equation of motion with position, velocity and acceleration as variables; mass is the measure of the amount of matter; the standard unit for mass is kg, $1 \text{ kg} = 1000 \text{ g}$; Inertia is a property of matter, and as such, it occupies space.

1. Motion along a straight line is called rectilinear; the equation of motion describes the position of the particle and velocity for elapsed time, t .

a. **Velocity (v):** The rate of change of the displacement

$$(x) \text{ with time } (t): v = \frac{dx}{dt} = \frac{dx}{dt}$$

b. **Acceleration (a):** The rate of change of the velocity with time: $a = \frac{dv}{dt} = \frac{dv}{dt}$

a & v are vectors, with magnitude and direction
c. **Speed** is the absolute value of the velocity; scalar with the same units as velocity.

2. **Equations of Motion for One Dimension (1-D)**

Equations of motion describe the future position (x) and velocity (v) of a body in terms of the initial velocity (v_0), position (x_0) and acceleration (a)

a. For constant acceleration, the position is related to the time and acceleration by the following equation of motion: $x(t) = x_0 + v_0 t + \frac{1}{2} a t^2$

b. For constant acceleration, the velocity vs. time is given by the following: $v(t) = v_0 + a t$

c. If the acceleration is a function of time, the equation must be solved using $a = a(t)$

B. Motion in Two Dimensions (2-D)

1. For bodies moving along a straight line, derive x - and y -equations of motion

$$x = v_{0x} t + \frac{1}{2} a_x t^2$$

$$y = v_{0y} t + \frac{1}{2} a_y t^2$$



2. For a rotating body, use polar coordinates, an angle variable, θ , and r , a radial distance from the rotational center

Polar: (r, θ)
 $r = r \cos \theta$
 $r^2 = x^2 + y^2$

C. Motion in Three Dimensions (3-D)

1. **Cartesian System:** Equations of motion with x , y and z components

2. **Spherical Coordinates:** Equations of motion based on two angles (θ and ϕ) and r , the radial distance from the origin.



D. Newton's Laws of Motion
Newton's Laws are the core principles for describing the motion of classical objects in response to forces. The SI unit of force is the Newton, N; $1 \text{ N} = 1 \text{ kg m/s}^2$, the cgs unit is the dyne; $1 \text{ dyne} = 1 \text{ g cm/s}^2$

$x = r \sin \theta \cos \phi$
 $y = r \sin \theta \sin \phi$
 $z = r \cos \theta$
 $r^2 = x^2 + y^2 + z^2$

- Newton's 1st Law:** A body remains at rest or in motion unless influenced by a force
- Newton's 2nd Law:** Force and acceleration determine the motion of a body and predict future position and velocity: $F = m a$ OR $\Sigma F = m a$
- Newton's 3rd Law:** Every action is countered by an opposing action

E. Types of Forces

1. A body force acts on the entire body, with the force acting at the center of mass

a. A gravitational force, F_g , pulls an object toward the center of the Earth: $F_g = m g$

b. Weight = F_g ; gravitational force

c. Mass is a measure of the quantity of material, independent of g and other forces.

2. Surface forces act on the body's surface

a. **Friction, F_f ,** is proportional to the force normal to the part of the body in contact with a surface.

$$F_{fr} = F_f = \mu F_n$$

i. Static friction resists the movement of a body

ii. **Dynamic friction** slows the motion of a body

For an object on a horizontal plane:
 $F_f = \mu F_n = \mu m g$

Net force = $F_1 + F_f$



F. Circular Motion

1. Motion along a circular path uses polar coordinates: (r, θ)

2. **Key Variables:**

r	Meter	The distance from the rotation center (center of mass)
θ	Radian	The angle between r and the (x) axis
ω	Radian/second	The angular velocity
α	Radian/second ²	The angular acceleration
s	Meter	The circular motion arc $s = r\theta$ (θ in rad)



3. **Tangential acceleration & velocity:**
 $v_t = r \omega$, $a_t = r \alpha$; v and a along the path of the motion are

4. **Centripetal acceleration:** $a_c = \frac{v^2}{r}$; a is directed toward the rotational center

a. The centripetal force keeps the body in circular motion with a tangential acceleration and velocity

G. Kinetic Energy & Work

1. **Kinetic energy, K :** Kinetic energy is the energy of motion; mass, m and velocity, v ; $K = \frac{1}{2} m v^2$

The SI energy unit is the Joule (J); $1 \text{ J} = 1 \text{ kg m}^2/\text{s}^2$

2. **Momentum, p :** Momentum is a property of motion, defined as the product of mass and velocity: $p = m v$

3. **Work (W):** Work is a force acting on a body moving a distance; for a general force, F , and a body moving a path, s : $W = \int F ds$

For a constant force, work is the scalar product of the two vectors: force, F , and path, r :

$$W = F d \cos(\theta) = F \cdot r$$



4. **Power (P):** energy expended per unit time:
 $P = \frac{dW}{dt} = \frac{dW}{dt}$

$$Work = \int P(t) dt$$

The SI unit for power is the Watt (W); $1 \text{ W} = 1 \text{ Joule/second} = 1 \text{ J/s}$

Work for a constant output of power:
 $W = P \Delta t$

H. Potential Energy & Energy Conservation

1. The total energy of a body, E , is the sum of kinetic, K , & potential energy, U : $E = K + \Sigma U$

2. **Potential energy** arises from the interaction with a potential from an external force

Potential energy is energy of position; $U(r)$; the form of U depends on the force generating the potential:

Gravitational: $U(h) = m g h$

Electrostatic: $U(r_{12}) = \frac{q_1 q_2}{r_{12}}$

If there are no other forces acting on the system, E is constant and the system is called **conservative**

I. Collisions & Linear Momentum

1. **Types of Collisions**

a. **Elastic** conserve energy

b. **Inelastic**; energy is lost as heat or deformation



2. **Relative Motion & Frames of Reference:** A body moves with velocity v in frame S ; in frame S' the velocity is v' ; if $V_{S'}$ is the velocity of frame S' relative to S , therefore: $v = V_{S'} + v'$

3. **Elastic Collision**

Conserve Kinetic Energy: $\Sigma \frac{1}{2} m v^2 = \Sigma \frac{1}{2} m v'^2$

Conserve Momentum: $\Sigma m v_i = \Sigma m v_f$

4. **Impulse** is a force acting over time
Impulse = $F \Delta t$ or $\int F(t) dt$
Impulse is also the momentum change: $p_{fin} - p_{ini}$

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Active Physics Study Guide

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Mansoor Khan MBBS, RDMS, RDCS, 2014-11-21 This Pass Ultrasound Physics Exam Study Guide Review Volume II is in easy to understand question and answer format with over 300 questions This study guide review is designed to help students and sonographers practice and prepare for the questions which appear on the ARDMS Sonography Principles and Instrumentation exam It is divided into two Volume I and Volume II The Volume II contains questions and answers from

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radiation biology that underlie the practice and profession of medical imaging Distinguished scientists and educators from the University of California Davis provide up to date readable information on the production characteristics and interactions of non ionizing and ionizing radiation magnetic fields and ultrasound used in medical imaging and the imaging modalities in which they are used including radiography mammography fluoroscopy computed tomography magnetic resonance ultrasound and nuclear medicine This vibrant full color text is enhanced by more than 1 000 images charts and graphs including hundreds of new illustrations This text is a must have resource for medical imaging professionals radiology residents who are preparing for Core Exams and teachers and students in medical physics and biomedical engineering

Study Guide with ActivPhysics Alan Van Heuvelen, Richard Wolfson, Jay M. Pasachoff, 1999 *Critical Analysis of Science Textbooks* Myint Swe Khine, 2013-06-26 The critical analysis of science textbooks is vital in improving teaching and learning at all levels in the subject and this volume sets out a range of academic perspectives on how that analysis should be done Each chapter focuses on an aspect of science textbook appraisal with coverage of everything from theoretical and philosophical underpinnings methodological issues and conceptual frameworks for critical analysis to practical techniques for evaluation Contributions from many of the most distinguished scholars in the field give this collection its sure footed contemporary relevance reflecting the international standards of UNESCO as well as leading research organizations such as the American Association for the Advancement of Science whose Project 2061 is an influential waypoint in developing protocols for textbook analysis Thus the book shows how to gauge aspects of textbooks such as their treatment of controversial issues graphical depictions scientific historiography vocabulary usage accuracy and readability The content also covers broader social themes such as the portrayal of women and minorities Despite newer more active pedagogies textbooks continue to have a strong presence in classrooms and to embody students socio historical inheritance in science Despite their ubiquitous presence they have received relatively little on going empirical study It is imperative that we understand how textbooks influence science learning This book presents a welcome and much needed analysis Tina A Grotzer Harvard University Cambridge Massachusetts USA The present book provides a much needed survey of the current state of research into science textbooks and offers a widerange of perspectives to inform the science of writing better science textbooks Keith S Taber University of Cambridge Cambridge United Kingdom *NEET UG Physics Study Notes with Theory + Practice MCQs for Complete Preparation | Based on New Syllabus as per NMC* EduGorilla Prep Experts, 2023-12-01 *Innovative Curriculum Materials*, 1999 **ENC Focus**, 2000 **Mosby's Radiation Therapy Study Guide and Exam Review** Leia Levy, 2025-08-21 Reinforce your understanding of radiation therapy and prepare for the Registry exam Mosby s Radiation Therapy Study Guide and Exam Review Second Edition is both a study companion for Washington and Leaver s Principles and Practice of Radiation Therapy and a superior review for the ARRT Radiation Therapy Certification Exam This completely updated edition reflects the latest exam specifications and features an easy to read format that presents information in concise bullets and

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How People Learn National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Developments in the Science of Learning with additional material from the Committee on Learning Research and Educational Practice, 2000-09-11 First released in the Spring of 1999 How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice now making a real connection between classroom activities and learning behavior This edition includes far reaching suggestions for research that could increase the impact that classroom teaching has on actual learning Like the original edition this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions When do infants begin to learn How do experts learn and how is this different from non experts What can teachers and schools do with curricula classroom settings and teaching methods to help children learn most effectively New evidence from many branches of science has significantly added to our understanding of what it means to know from the neural processes that occur during learning to the influence of culture on what people see and absorb How People Learn examines these findings and their implications for what we teach how we teach it and how we assess what our children learn The book uses exemplary teaching to illustrate how approaches based on what we now know result in in depth learning This new knowledge calls into question concepts and practices firmly entrenched in our current education system Topics include How learning actually changes the physical structure of the brain How existing knowledge affects what people notice and how they learn What the thought processes of experts tell us about how to teach The amazing learning potential of infants The relationship of classroom learning and everyday settings of community and workplace Learning needs and opportunities for teachers A realistic look at the role of technology in education

Active Learning: Theoretical Perspectives, Empirical Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based

pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

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 naive 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

[The Go-To Guide for Engineering Curricula, Grades 9-12](#) Cary I. Sneider, 2014-12-05 How to engineer change in your high school science classroom With the implementation of the Next Generation Science Standards your students won't just be scientists they'll be engineers But that doesn't mean you need to reinvent the wheel Respected science educator Cary Sneider has done the groundwork for you collecting a full range of time tested curriculum materials to seamlessly weave engineering and technology concepts into your math and science lessons In this volume you'll find descriptions of instructional materials specifically created for and tested in high school science classrooms Features include A handy table that takes you straight to the chapters most relevant to your needs In depth commentaries and illustrative examples that demystify engineering curricula at the high school level A vivid picture of what each curriculum looks like in the classroom the learning goals it accomplishes and how it helps address the NGSS More information on the integration of engineering and technology into 21st century science classrooms and why it will make a difference One of the most well respected science educators in the country Cary Sneider was an NGSS Writing Team Leader and is an associate research professor at Portland State University

[MCAT Complete: Medical College Admission Test Comprehensive Study Guide](#) [Physical Sciences; Biological Sciences; Verbal Reasoning](#) James Adams, Maryn Munley, Nathan Eisenbeis, Caroline Miller, Jesse Shetler, 2021-10-12 The MCAT The Medical College Admission Test MCAT is a standardized multiple choice examination designed to assess the examinee's problem solving critical thinking and knowledge of science concepts and principles prerequisite to the study of medicine Scores are reported in Physical Sciences Verbal Reasoning and Biological Sciences Study guide covers AAMC Association of American Medical Colleges content Physical Sciences Biological Sciences Verbal Reasoning Mathematics Concepts The Cell Chromosomes Reproduction Implantation Microorganisms Biochemistry Human Physiology The Heart The Lymphatic System GI Tract Musculoskeletal System Kidney Hormones Nerves Skin Genetics Populations and Evolution Elements Hund's Rule and Radiation The Periodic Table Covalent Bonds Molecular Shapes

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YCT Expert Team , 2025 26 RRB JE CBT II Study Material 352 695 E This book covers Basics of Environments Basics of Computer Physics Chemistry and General Awareness **A Concise Guide to Improving Student Learning** Diane Cummings Persellin, Mary Blythe Daniels, 2023-07-03 This concise guidebook is intended for faculty who are interested in engaging their students and developing deep and lasting learning but do not have the time to immerse themselves in the scholarship of teaching and learning Acknowledging the growing body of peer reviewed literature on practices that can dramatically impact teaching this intentionally brief book Summarizes recent research on six of the most compelling principles in learning and teaching Describes their application to the college classroom Presents teaching strategies that are based on pragmatic practices Provides annotated bibliographies and important citations for faculty who want to explore these topics further This guidebook begins with an overview of how we learn covering such topics such as the distinction between expert and novice learners memory prior learning and metacognition The body of the book is divided into three main sections each of which includes teaching principles applications and related strategies most of which can be implemented without extensive preparation The applications sections present examples of practice across a diverse range of disciplines including the sciences humanities arts and pre professional programs This book provides a foundation for the reader explore these approaches and methods in his or her teaching

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