

Essential Tool for Physics Laws, Concepts, Variables and Equations including ~ Sample Problems, ~ Common Pitfalls and ~ Helpful Hints

## BASICS

### A. Units for Physical Quantities

Base Units	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)
Derived Units	Symbol	Unit
Acceleration	$a$	$m/s^2$
Ang. Accel.	$\alpha$	radian/ $s^2$
Ang. Momentum	$L$	$kg \cdot m^2/s$
Ang. Velocity	$\omega$	radian/sec
Angle	$\theta, \varphi$	radian
Capacitance	$C$	Farad F (C/V)
Charge	$Q, q, e$	Coulomb C (A·s)
Density	$\rho$	$kg/m^3$
Displacement	$s, d, h$	meter - m
Electric Field	$E$	V/m
Electric Flux	$\Phi_E$	V·m
Electromotive Force (EMF)	$\mathcal{E}$	Volt - V
Energy	$E, U, K$	Joule J ( $kg \cdot m^2 \cdot s^{-2}$ )
Entropy	$S$	J/K
Force	$F$	Newton - N ( $kg \cdot m/s^2 = J/m$ )
Frequency	$f, \nu$	Hertz - Hz (cycle/s)
Heat	$Q$	Joule - J
Magnetic Field	$B$	Tesla (Wb/ $m^2$ )
Magnetic Flux	$\Phi_B$	Weber Wb ( $kg \cdot m^2/A \cdot s^2$ )
Momentum	$p$	$kg \cdot m/s$
Potential	$V$	Voltage V (J/C)
Power	$P, \mathcal{P}$	Watt - W (J/s)
Pressure	$P$	Pascal - Pa ( $N/m^2$ )
Resistance	$R$	Ohm $\Omega$ (V/A)
Torque	$\tau$	N·m
Velocity	$v$	m/s
Volume	$V$	$m^3$
Wavelength	$\lambda$	meter - m
Work	$W$	Joule - J (N·m)

### B. Fundamental Physical Constants

Base Units	Symbol	Unit
Mass of electron	$m_e$	$9.11 \times 10^{-31} \text{ kg}$
Mass of proton	$m_p$	$1.67 \times 10^{-27} \text{ kg}$
Avogadro Constant	$N_A$	$6.022 \times 10^{23} \text{ mol}^{-1}$
Elementary charge	$e$	$1.602 \times 10^{-19} \text{ C}$
Faraday constant	$F$	96,485 C/mol
Speed of light	$c$	$3 \times 10^8 \text{ m/s}^{-1}$
Molar Gas Constant	$R$	$8.314 \text{ J/mol} \cdot \text{K}^{-1}$
Boltzmann Constant	$k$	$1.38 \times 10^{-23} \text{ J/K}^{-1}$
Gravitation Constant	$G$	$6.67 \times 10^{-11} \text{ m}^2 \cdot \text{kg}^{-1} \cdot \text{s}^{-2}$
Permeability of Space	$\mu_0$	$4\pi \times 10^{-7} \text{ N/A}^2$
Permittivity of Space	$\epsilon_0$	$8.85 \times 10^{-12} \text{ F/m}$

### C. Conversion factors and alternative units

	Unit	Description
Angle	$^\circ$ (degree)	$180^\circ = \pi \text{ rad}$
Energy	Erg	CGS unit ( $g \cdot cm^2/s^2$ ) $1 \text{ erg} = 10^{-7} \text{ J}$
Energy	Electron Volt	$1 \text{ eV} = 1.602 \times 10^{-19} \text{ J}$
Force	Dyne	CGS unit ( $g \cdot cm/s^2 = \text{erg/cm}$ ) $1 \text{ dyne} = 10^{-5} \text{ N}$
Volume	Liter	$1 \text{ L} = 1 \text{ dm}^3$
Pressure	Bar	$1 \text{ Bar} = 10^5 \text{ Pa}$
Length	Angstrom	$1 \text{ \AA} = 1 \times 10^{-10} \text{ m}$

## MATHEMATICAL CONCEPTS

### A. Vector Algebra

1. Vector: Denotes directional character using (x, y, z) components (Fig. 1)

 a. Unit vectors:  $\hat{i}$  along x;  $\hat{j}$  along y;  $\hat{k}$  along z  
 b. Vector:  $A = A_x \hat{i} + A_y \hat{j} + A_z \hat{k}$ 

 c. Length of  $A = |A| = \sqrt{A_x^2 + A_y^2 + A_z^2}$ 

 2. Addition of vectors  $A$  &  $B$ , add components:

$$A + B = (A_x + B_x)\hat{i} + (A_y + B_y)\hat{j} + (A_z + B_z)\hat{k}$$

~ Sample Addition and Length Calculations:

$$A = 3\hat{i} + 4\hat{j} - 3\hat{k} \quad |A| = \sqrt{9 + 16 + 9}$$

$$= \sqrt{34} = 5.83$$

$$B = -2\hat{i} + 6\hat{j} + 5\hat{k} \quad |B| = \sqrt{4 + 36 + 25}$$

$$= \sqrt{65} = 8.06$$

$$A + B = \hat{i} + 10\hat{j} + 2\hat{k} \quad |A + B| = \sqrt{1 + 100 + 4}$$

$$= \sqrt{105} = 10.25$$

 Note:  $|A| + |B| \geq |A + B|$ 

 3. Multiply  $A$  &  $B$ :

 a. Dot or scalar product:  $A \cdot B = |A||B|\cos\theta =$ 

$$(A_x B_x + A_y B_y + A_z B_z) = (A_x B_x)$$

 Note:  $\theta$  is the angle between  $A$  and  $B$ ;

$$A \cdot B = 0, \text{ if } \theta = \pi/2 \quad \text{Fig. 2}$$

~ Sample: Scalar product:

$$A = 3\hat{i} + 4\hat{j} \quad B = 3\hat{i} + 5\hat{j}$$

$$A \cdot B = 3 \times 3 + 4 \times 5 = 9 + 20 = 29$$

$$|A| = \sqrt{25} = 5 \quad |B| = \sqrt{34} = 5.83$$

$$|B| = \sqrt{9 + 25} = \sqrt{34} = 5.83$$

$$\cos\theta = \frac{A \cdot B}{|A||B|} = \frac{29}{5 \times 5.83} = 0.796$$

$$\theta = \cos^{-1}(0.796) = 37^\circ = 0.2 \text{ rad} \quad \text{Fig. 3}$$

### b. Cross or Vector Product:

$$C = A \times B = |A||B|\sin\theta \hat{n}$$

 $\theta$  = Angle between  $A$  and  $B$ , vector  $n$  is perpendicular to  $A$  and  $B$ 

$$A \times B = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ A_x & A_y & A_z \\ B_x & B_y & B_z \end{vmatrix}$$

~ Sample: Vector Product:

$$A = 2\hat{i} + \hat{j} \quad B = \hat{i} + 3\hat{j}$$

$$A \times B = \begin{vmatrix} \hat{i} & \hat{j} & \hat{k} \\ 2 & 1 & 0 \\ 1 & 3 & 0 \end{vmatrix} = (6 - 1)\hat{k} = 5\hat{k}$$

 ~ If  $A$  and  $B$  are in  $x-y$  plane,  $A \times B$  is along the  $+z$  direction

 ~  $\theta$  is the angle formed by  $A$  &  $B$ :  $\sin\theta = \frac{|C|}{|A||B|}$ 

$$\text{Given: } |A| = \sqrt{5} \quad |B| = \sqrt{10} \quad |C| = 5$$

$$\sin\theta = 5 / (\sqrt{5} \times \sqrt{10}) = 5 / \sqrt{50} = 1 / \sqrt{2}$$

$$\therefore A \cdot B: \theta = 45^\circ = \pi/2 \text{ radians}$$

 c. The Right-Hand rule gives the orientation of vector  $n$  (Fig. 4)

### B. Trigonometry

1. Basic relations for a triangle (Fig. 5)

$$\sin\theta = \frac{y}{r}$$

$$\cos\theta = \frac{x}{r}$$

$$\tan\theta = \frac{y}{x} = \frac{\sin\theta}{\cos\theta}$$

$$\sin^2\theta + \cos^2\theta = 1$$

2. Sine and Cos waves

$$\text{Fig. 6}$$

Values Of sin, cos and tan

$\theta$ rad [ $^\circ$ ]	$\sin\theta$	$\cos\theta$	$\tan\theta$
0 [0]	0.00	1.00	0.00
$\pi/6$ [30]	0.50	0.866	0.577
$\pi/4$ [45]	0.707	0.707	1.00
$\pi/3$ [60]	0.866	0.50	1.732
$\pi/2$ [90]	1.00	0.00	$\infty$
$\pi$ [180]	0.00	-1.00	0.00

sin and cos waves



# Conceptual Physics Answer Key Chapter 9

**Jennifer Bond Hickman**



## Conceptual Physics Answer Key Chapter 9:

Conceptual Physics Paul G. Hewitt, 1990      **NEET 5000+ Chapter-wise SURESHOT Graded Problems in Physics, Chemistry & Biology 2nd Edition** Disha Experts, 2019-11-14      *Conceptual Physics Problem Solving Exercises in Physics* Se Jennifer Bond Hickman, 1998-04-03      *Creative Model Construction in Scientists and Students* John Clement, 2008-06-10

How do scientists use analogies and other processes to break away from old theories and generate new ones This book documents such methods through the analysis of video tapes of scientifically trained experts thinking aloud while working on unfamiliar problems Some aspects of creative scientific thinking are difficult to explain such as the power of analogies the use of physical intuition and the enigmatic ability to learn from thought experiments The book examines the hypothesis that these processes are based on imagistic mental simulation as an underlying mechanism This allows the analysis of insight Aha episodes of creative theory formation Advanced processes examined include specialized conserving transformations Gedanken experiments and adjusted levels of divergence in thinking Student interviews are used to show that students have natural abilities for many of these basic reasoning and model construction processes and that this has important implications for expanding instructional theories of conceptual change and inquiry I regard this work as the most comprehensive account ever attempted to show how imagistic analogic and sensory motor representations participate in creative thinking Professor Ryan Tweney      **Fluid Mechanics** Bijay K. Sultanian, 2025-01-27 Fluid Mechanics An Intermediate Approach helps readers develop a physics based understanding of complex flows and mathematically model them with accurate boundary conditions for numerical predictions The new edition starts with a chapter reviewing key undergraduate concepts in fluid mechanics and thermodynamics introducing the generalized conservation equation for differential and integral analyses It concludes with a self study chapter on computational fluid dynamics CFD of turbulent flows including physics based postprocessing of 3D CFD results and entropy map generation for accurate interpretation and design applications This book includes numerous worked examples and end of chapter problems for student practice It also discusses how to numerically model compressible flow over all Mach numbers in a variable area duct accounting for friction heat transfer rotation internal choking and normal shock formation This book is intended for graduate mechanical and aerospace engineering students taking courses in fluid mechanics and gas dynamics Instructors will be able to utilize a solutions manual for their course      Conceptual Physics--a New Introduction to Your Environment , 1981      *Student Solutions Manual and Study Guide to Accompany Physics for Scientists and Engineers* John R. Gordon, Raymond A. Serway, 2004 Written by John R Gordon Ralph McGrew and Raymond Serway the two volume manual features detailed solutions to 20 percent of the end of chapter problems from the text This manual also features a list of important equations concepts and answers to selected end of chapter questions      *Physics, Volume One: Chapters 1-17* John D. Cutnell, Kenneth W. Johnson, 2014-12-15 Cutnell and Johnson has been the 1 text in the algebra based physics market for almost 20 years The 10th edition brings on new co authors David Young and Shane Stadler

both out of LSU The Cutnell offering now includes enhanced features and functionality The authors have been extensively involved in the creation and adaptation of valuable resources for the text This edition includes chapters 1 17 **Handbook of Polytomous Item Response Theory Models** Michael Nering, Remo Ostini, 2011-01-19 This comprehensive Handbook focuses on the most used polytomous item response theory IRT models These models help us understand the interaction between examinees and test questions where the questions have various response categories The book reviews all of the major models and includes discussions about how and where the models originated conceptually and in practical terms Diverse perspectives on how these models can best be evaluated are also provided Practical applications provide a realistic account of the issues practitioners face using these models Disparate elements of the book are linked through editorial sidebars that connect common ideas across chapters compare and reconcile differences in terminology and explain variations in mathematical notation These sidebars help to demonstrate the commonalities that exist across the field By assembling this critical information the editors hope to inspire others to use polytomous IRT models in their own research so they too can achieve the type of improved measurement that such models can provide Part 1 examines the most commonly used polytomous IRT models major issues that cut across these models and a common notation for calculating functions for each model An introduction to IRT software is also provided Part 2 features distinct approaches to evaluating the effectiveness of polytomous IRT models in various measurement contexts These chapters appraise evaluation procedures and fit tests and demonstrate how to implement these procedures using IRT software The final section features groundbreaking applications Here the goal is to provide solutions to technical problems to allow for the most effective use of these models in measuring educational psychological and social science abilities and traits This section also addresses the major issues encountered when using polytomous IRT models in computerized adaptive testing Equating test scores across different testing contexts is the focus of the last chapter The various contexts include personality research motor performance health and quality of life indicators attitudes and educational achievement Featuring contributions from the leading authorities this handbook will appeal to measurement researchers practitioners and students who want to apply polytomous IRT models to their own research It will be of particular interest to education and psychology assessment specialists who develop and use tests and measures in their work especially researchers in clinical educational personality social and health psychology This book also serves as a supplementary text in graduate courses on educational measurement psychometrics or item response theory

**Ontology Made Easy** Amie Lynn Thomasson, 2015 Existence questions have been topics for heated debates in metaphysics but this book argues that they can often be answered easily by trivial inferences from uncontroversial premises This easy approach to ontology leads to realism about disputed entities and to the view that metaphysical disputes about existence questions are misguided **Research in Education**, 1974 *Just in Time Teaching* Scott Simkins, Mark Maier, 2023-07-03 *Just in Time Teaching* JiTT is a pedagogical approach that requires students to answer questions related to

an upcoming class a few hours beforehand using an online course management system While the phrase just in time may evoke shades of slap dash work and cut corners JiTT pedagogy is just the opposite It helps students to view learning as a process that takes time introspection and persistence Students who experience JiTT come to class better prepared and report that it helps to focus and organize their out of class studying Their responses to JiTT questions make gaps in their learning visible to the teacher prior to class enabling him or her to address learning gaps while the material is still fresh in students minds hence the label just in time JiTT questions differ from traditional homework problems in being designed not only to build cognitive skills but also to help students confront misconceptions make connections to previous knowledge and develop metacognitive thinking practices Students consequently spend more time on course concepts and ideas but also read their textbooks in ways that result in more effective and deeper learning Starting the class with students work also dramatically changes the classroom learning environment creating greater student engagement This book demonstrates that JiTT has broad appeal across the academy Part I provides a broad overview of JiTT introducing the pedagogy and exploring various dimensions of its use without regard to discipline Part II of the book demonstrates JiTT s remarkable cross disciplinary impact with examples of applications in physics biology the geosciences economics history and the humanities Just in Time Teaching article from The Hispanic Outlook in Higher Education Reprinted with permission from Hispanic Outlook in Higher Education Magazine [www.hispanicoutlook.com](http://www.hispanicoutlook.com) Nonlinear Polymer Rheology Shi-Qing Wang, 2018-02-06 Integrating latest research results and characterization techniques this book helps readers understand and apply fundamental principles in nonlinear polymer rheology The author connects the basic theoretical framework with practical polymer processing which aids practicing scientists and engineers to go beyond the existing knowledge and explore new applications Although it is not written as a textbook the content can be used in an upper undergraduate and first year graduate course on polymer rheology Describes the emerging phenomena and associated conceptual understanding in the field of nonlinear polymer rheology Incorporates details on latest experimental discoveries and provides new methodology for research in polymer rheology Integrates latest research results and new characterization techniques like particle tracking velocimetric method Focuses on the issues concerning the conceptual and phenomenological foundations for polymer rheology Has a companion website for readers to access with videos complementing the content within several chapters *The Conceptual Foundations of Quantum Mechanics* Leonard Eisenbud, 2007 This book provides a clear and logical path to understanding what quantum mechanics is about It will be accessible to undergraduates with minimal mathematical preparation all that is required is an open mind a little algebra and a first course in undergraduate physics Quantum mechanics is arguably the most successful physical theory It makes predictions of incredible accuracy It provides the structure underlying all of our electronic technology and much of our mastery over materials But compared with Newtonian mechanics or even relativity its teachings seem obscure they have no counterpart in everyday experience and they sometimes contradict our simplest notions of how

the world works A full understanding of the theory requires prior mastery of very advanced mathematics This book aims at a different goal to teach the reader step by step how the theory came to be and what fundamentally it is about Most students learn physics by learning techniques and formulas This is especially true in a field like quantum mechanics whose content often contradicts our common sense and where it is tempting to retreat into mathematical formalism This book goes behind the formalism to explain in direct language the conceptual content and foundations of quantum mechanics the experiments that forced physicists to construct such a strange theory and the essential elements of its strangeness

Evaluating Teaching and Learning David Kember, Paul Ginns, 2012-03-12 Every semester colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken For many universities it is a requirement that all courses be evaluated every semester The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum thus enhancing the quality of student learning In spite of this there is little evidence that it does improve the quality of teaching and learning Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling *Evaluating Teaching and Learning* explains how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation This guide explains how to develop questionnaires and protocols which are valid reliable and diagnostic It also contains proven instruments that have undergone appropriate testing procedures together with a substantial item bank The book looks at the specific national frameworks for the evaluation of teaching in use in the USA UK and Australia It caters for diverse methodologies both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels from classrooms to programmes to departments and entire institutions With detail on all aspects of the main evaluation techniques and instruments the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project With a companion website which has listings of the questionnaires and item bank this book will be of interest to those concerned with organising and conducting evaluation in a college university faculty or department It will also appeal to those engaged in the scholarship of teaching and learning

*Physical Biology of the Cell* Rob Phillips, Jane Kondev, Julie Theriot, Hernan Garcia, 2012-10-29 *Physical Biology of the Cell* is a textbook for a first course in physical biology or biophysics for undergraduate or graduate students It maps the huge and complex landscape of cell and molecular biology from the distinct perspective of physical biology As a key organizing principle the proximity of topics is based on the physical concepts that

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and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor s Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at [www.routledge.com/9781032472867](http://www.routledge.com/9781032472867)



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