

**Concept-Development
Practice Page** **6-3**

Racing Day with $a = F/m$

In each situation below, Cart A has a mass of 1 kg. Circle the correct answers (A, B, or Same for both).

1. Cart A is pulled with a force of 1 N.
Cart B also has a mass of 1 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



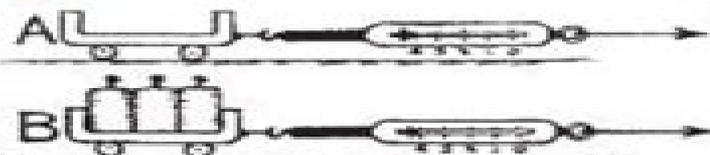
3. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is pulled with a force of 2 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



5. This time Cart A is pulled with a force of 4 N.
Cart B has a mass of 4 kg and is pulled with a force of 4 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



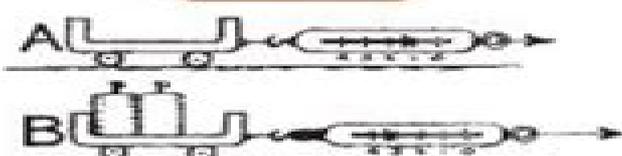
2. Cart A is pulled with a force of 1 N.
Cart B has a mass of 2 kg and is also pulled with a force of 1 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



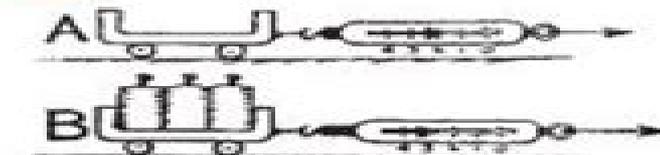
4. Cart A is pulled with a force of 1 N.
Cart B has a mass of 3 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



6. Cart A is pulled with a force of 2 N.
Cart B has a mass of 4 kg and is pulled with a force of 3 N.
Which undergoes the greater acceleration?

(A) (B) (Same for both)



thank to Dean Baird

Physics Concept Development Practice Page 4 1 Answers

Lei Huang



Physics Concept Development Practice Page 4 1 Answers:

El-Hi Textbooks and Serials in Print ,2003 El-Hi Textbooks & Serials in Print ,2005 Mapping Biology Knowledge K. Fisher,J.H. Wandersee,D.E. Moody,2006-04-11 Mapping Biology Knowledge addresses two key topics in the context of biology promoting meaningful learning and knowledge mapping as a strategy for achieving this goal Meaning making and meaning building are examined from multiple perspectives throughout the book In many biology courses students become so mired in detail that they fail to grasp the big picture Various strategies are proposed for helping instructors focus on the big picture using the need to know principle to decide the level of detail students must have in a given situation The metacognitive tools described here serve as support systems for the mind creating an arena in which learners can operate on ideas They include concept maps cluster maps webs semantic networks and conceptual graphs These tools compared and contrasted in this book are also useful for building and assessing students content and cognitive skills The expanding role of computers in mapping biology knowledge is also explored *Contemporary Approaches to Activity Theory: Interdisciplinary Perspectives on Human Behavior* Hansson, Thomas,2014-10-31 The human mind is best understood when it is studied in the context of meaningful and goal oriented interactions between individuals and their environment These internal and external activities help to shape the human consciousness and experience *Contemporary Approaches to Activity Theory Interdisciplinary Perspectives on Human Behavior* is an opportunity to study the complex socially oriented contexts of humans by considering the entirety of our environments cultures motivations signs and tools and various activities Highlighting strategies in design educational and work practice and methodological analysis this book is an essential reference source for academicians researchers and students interested in gaining a thorough understanding of the interaction between humans and their environments **An Introductory Guide to EC Competition Law and Practice** Valentine Korah,1994 Design Methods and Theories ,1980 **National Library of Medicine Audiovisuals Catalog** National Library of Medicine (U.S.),1991 **British Education Index** ,2005 School ,1899 **Forthcoming Books** Rose Army,1995-02 **Mathematical Reviews** ,2001 **Merrill Earth Science** Ralph M. Feather,Susan Leach Snyder,Dale T. Hesser,1995 *Scientific American* ,1910 Monthly magazine devoted to topics of general scientific interest **Aeronautical Engineering Review** ,1957 **The Wall Street Journal** ,1985 Critical Reading for College and Beyond Deborah B. Daiek,Nancy M. Anter,2004 *Critical Reading for College and Beyond* focuses on teaching intermediate to advanced level developmental education students the critical reading and thinking strategies they need to get the most out of college textbooks and other reading material The text teaches students specific steps to follow in organizing textbook information so that they can remember it and access it effectively when needed Regular journaling and self monitoring through CATs Classroom Assessment Techniques allow students to make adjustments necessary to improving their reading skills Publisher s description The Current Digest of the Soviet Press ,1955 **Dissertation Abstracts** ,1954-10

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. 1. Wile?
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