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© Modeling Workshop Project 2006 3 Unit III ws3 v3.0 g. From your velocity vs. time graph determine the total displacement of the objects by calculating the area. h. From your velocity vs. time graph determine the acceleration of the objects by calculating the slope. 2. The graph below represents the motion of an object. D G a.

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© Modeling Workshop Project 2005 4 Unit III ws 1 v2.0 3) D) x E) _____ F) _____ G) _____ t t v t a x X Yzathroy v a two q 90 A a o © Modeling Workshop Project 2005 5 Unit III ws 1 v2.0 When considering problems 4-5, assume that the ball does not experience any change in velocity while it is on a horizontal portion of the rail.

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Construct qualitative graphical representations of the situation described above to illustrate: a. x vs. t b. v vs. t c. a vs. t © Modeling Workshop Project 2006 1 Unit III ws2 v3.0. 3. Construct a. quantitatively accurate v vs t graph to describe the situation. 4.

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© Modeling Workshop Project 2006 1 Unit II ws3 v3.0 Name Date Pd UNIT II: Worksheet 3 (335) 1. Robin, roller skating down a marked sidewalk, was observed to be at the following positions at the times listed below: t (s) x (m) 0.0 10.0 1.0 12.0 2.0 14.0 5.0 20.0 8.0 26.0 10.0 30.0 a.

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© Modeling Workshop Project 2006 3 Unit III ws4 v3.1 5. A physics student skis down a hill, accelerating at a constant $+2.0 \text{ m/s}^2$. If it takes her 15 s to reach the bottom, what is the length of the ski slope?

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-- The Underrepresentation Curriculum Project, by Moses Rifkin and his 6 collaborators, most of whom have taken a Modeling Workshop. A 3-day or 7-day implementation for equity & inclusion in physics and chemistry in high school and college classes. FREE.

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© Modeling Workshop Project 2006 3 Unit I ws 2 v3.0 17. $1.05 \text{ s} \times 10. \text{ m/s} = 18$. Determine the volume of a block with dimensions $2.56 \text{ cm} \times 4.652 \text{ cm} \times 8.70 \text{ cm}$. 19. $9.081 \text{ m/s} \times 450 \text{ s} = 20$. Determine the slope of the line in Figure 5 (Show your work)

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