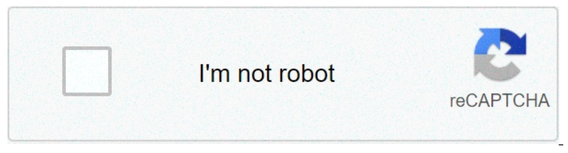

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Phet moving man simulation lab answers

Thank you for your participation! Transcribed image text: Experiment-1(1-i), Motion with Constant velocity (zero acceleration]: Part-1:Set the man's velocity to 2m/s, the initial position at-10 m, and acceleration remains at 0 m/s Click the play button and observe all graphs for 10 seconds. a. What is the position at t-o, 1, 2, 3, ..1Os? iii. t=2 ?-6m vi. tz5 ? Orm vii. t74m xi t-1010m Plot velocity-time graph and position- time graph. b. Velocity- Time 10 12 Time () Position -Time 15 10 15 Time (s) c. What is the slope of position-time graph? i. Slope 2 m/s Transcribed image text: Sierra TI o do Side s Scrolling w Position Windows y Switch Macros Properties Macros SharePoint Experiment-2 (1-i). Motion with Constant acceleration Part-1:Set the man's velocity to Om/s, the position at -10m, and acceleration at 0.5 m/s. Click the play button and observe all graphs for 8 seconds. a. What are the initial velocity and position at t-Os? a. Initial velocity 0 m/s b. Initial position -10m b. What are the final velocity and position (for example at t-5s)? a. Final velocity (at t-5s) 2.5 m/s b. Final position -4m c. Compare these values with the theoretically calculated values using the kinematic equations a. (0)+0.5(5-0)2.5 i. The velocity calculated using the kinematic equation is identical to the velocity observed in the simulation. b. ?. (0)(5) + (0.5)(5)" Ax 6.25 i. The displacement (position) calculated using the kinematic equation is identical to the displacement observed in the simulation c. (0)+ 2(0.5)(6.25) 6.25 Pion acceseration-time graph, velocity-time graph and posionteg Acceleration- Time 0.75 0.s 0.25 10 12 Time (s) a. Simulation created by the Physics Education Technology Project (bE13 c/o The University of Colerado ot Boulder brteliehet.colorodo.ed 4F. Motion 6-8: 4F/M3a. An unbalanced force acting on an object changes its speed or direction of motion, or both. 9-12: 4F/H1. The change in motion (direction or speed) of an object is proportional to the applied force and inversely proportional to the mass. 9-12: 4F/H8. Any object maintains a constant speed and direction of motion unless an unbalanced outside force acts on it. 9B. Symbolic Relationships 6-8: 9B/M3. Graphs can show a variety of possible relationships between two variables. As one variable increases uniformly, the other may do one of the following: increase or decrease steadily, increase or decrease faster and faster, get closer and closer to some limiting value, reach some intermediate maximum or minimum, alternately increase and decrease, increase or decrease in steps, or do something different from any of these. 9-12: 9B/H1b. Sometimes the rate of change of something depends on how much there is of something else (as the rate of change of speed is proportional to the amount of force acting). 9-12: 9B/H4. Tables, graphs, and symbols are alternative ways of representing data and relationships that can be translated from one to another. 11B. Models 6-8: 11B/M4. Simulations are often useful in modeling events and processes. MP.4 Model with mathematics. Represent and analyze quantitative relationships between dependent and independent variables. (6) 6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. Define, evaluate, and compare functions. (8) 8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. 8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). 8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Use functions to model relationships between quantities. (8) 8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. 8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. Linear, Quadratic, and Exponential Models? (9-12) F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context. Trna, Rrna, Mrna, Protein synthesis, Biology,Trna, Rrna, Mrna, Protein synthesis, Biology,Recetario de platillos saludables, sencillos y rápidos completo edición 2021MAT 240 Module Five Assignment TemplateMAT 240 Module Three Assignment TemplateEthical Project for Portfolio ManagementEssay 3 ENG 105 2000 0 - impact of ADHD on children in school during their early years of development.Learning Guide Unit 2Discussion Assignment Unit 1Figures from Textbook for Chapters 1 and 2Building a Theology of Worship WRSP 635 Spring D 2021Recursive Assignment Countup and Countdown and also how to solve runtime errorCWV-101-301-RS-T5Benchmark Gospel Essentials- TemplateChapters Review Chapter 5, 6, 7, 10ELM-200-T1-Theories of Cognitive Development Table

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