

Chapter 5 Projectile Motion

Exercises

5.1 Vector and Scalar Quantities (page 69)

- Sketches in physics often include arrows, in which each arrow represents the _____ **magnitude** _____ and the _____ **direction** _____ of a quantity.
- What two things are required of a vector quantity?
 - force and time
 - direction and magnitude
 - time and temperature
 - direction and mass
- Is the following sentence true or false? Velocity is a scalar quantity.
_____ **false** _____
- Circle the letter of each quantity that is a vector quantity.

<input checked="" type="radio"/> a. velocity	b. time
<input checked="" type="radio"/> c. acceleration	<input checked="" type="radio"/> d. momentum
- A scalar quantity includes only _____ **magnitude** _____.
- Circle the letter that best describes how two scalar quantities are multiplied.
 - using scientific notation
 - like ordinary numbers
 - by taking the square root of the sum of their squares
 - multiplying their magnitudes and subtracting their directions
- In the spaces below, write an example of a vector quantity and a scalar quantity.
vector: _____ **answers will vary; quantity must have magnitude and direction** _____
scalar: _____ **answers will vary; quantity has magnitude only** _____
- Circle the letter of each quantity that is a scalar quantity.

<input checked="" type="radio"/> a. 5 liters	b. 10 m/s north
<input checked="" type="radio"/> c. 32 minutes	d. 2 cm south
- Can a scalar quantity be made into a vector quantity by adding a direction to its magnitude? Explain why or why not and give an example.
Not necessarily. Adding direction to a scalar quantity might result in a nonsensical quantity, such as 5 liters east.

5.2 Velocity Vectors (pages 70–71)

- A diagram includes a 3-cm long arrow pointing to the right. The arrow is a vector scaled so that 1 cm = 10 m/s. Circle the letter of the statement that best describes the vector.
 - 3 cm to the right
 - 30 m/s to the right
 - to the right
 - 60 km/h to the right
- An airplane flies in the same direction as the wind. Is the following sentence true or false? The velocity of the airplane is the sum of the airplane's velocity relative to the air and the wind's velocity relative to the ground. _____ **true** _____

Conceptual Physics Chapter 22 Answers

Paul G. Hewitt



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Physics for Scientists and Engineers Paul A. Tipler,1999 This is an extensively revised edition of Paul Tipler s standard text for calculus based introductory physics courses It includes entirely new artwork updated examples and new pedagogical features

Instructor's Manual with Abbreviated Solutions to Accompany University Physics Alvin Hudson,1982

Learner-centered Science Education,2019-02-11 This book arises from the author s experience of the South African science curriculum development and teaching since 1994 exploring definitions of science and approaches to science education appropriate to a newly liberated developing country Each of the 50 chapters is borne out of Cliff Malcolm s close relationships with communities in SA where he obtained deep insights into their attitudes to science teaching and learning providing him with an empirical basis to challenge tertiary institutions to transform their curriculum offerings to embrace the culture and world views of African students The author makes a compelling case for the evolution of relevant science teaching and learning that provide capital for indigenous knowledges The book has relevance also to first world countries because the social and educational problems facing South Africa though starker here are present in all countries The book addresses among others the nature of scientific knowledge and knowledge production how scientific knowledge can be accessed and represented what counts as legitimate scientific knowledge in the South African context of colonization liberation inequity and African belief systems The book extends the debates on African Science and offers ways of talking and writing about science that reframe it acknowledging problematics and pluralism offering ways of bringing Western and African thought together Using a richly descriptive novelistic style the author sketches vivid portraits of his research sites participants and experiences His vignettes are embedded in deep theoretical insights lending gravity to the development discourse in science education providing a coherent language for the transformational agendas of science educators committed to the project of social justice through a relevant science

Physics James S. Walker,2007 This text for courses in introductory algebra based physics features a combination of pedagogical tools exercises worked examples active examples and conceptual checkpoints

Physics for Scientists and Engineers Raymond A. Serway,2004 NOT SOLD SEPARATELY PHYSICS FOR SCIENTISTS AND ENGINEERS 6th maintains the Serway traditions of concise writing for the students carefully thought out problem sets and worked examples and evolving educational pedagogy This edition introduces a new co author Dr John Jewett at Cal Poly Pomona known best for his

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