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TABLE OF INFORMATION

-2-CONSTANTS AND CONVERSION

FACTORS. Proton mass, $1.67 \cdot 10^{-27}$ kg. $2.7 \cdot 10^{-16}$ m

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p Neutron mass, 1.67×10^{-27} kg

Electron mass, 9.11×10^{-31} kg

Avogadro's number, 6.02×10^{23} mol⁻¹

Universal gas constant, $R = 8.31$ J (mol K)⁻¹

Boltzmann's constant, 1.38×10^{-23} J K⁻¹

Electron charge magnitude, $e = 1.60 \times 10^{-19}$ C

1 eV = 1.60 $\times 10^{-19}$ J

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AP Physics C: Mechanics: 1.1 Kinematics:
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Review for the AP Physics C Exam. 3
Vectors. 4 Kinematics. 5 Newton's Laws.
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of Gravitation. 10 Oscillations. 11 Electric
Forces and Fields. 12 Electric Potential
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Circuits. 14 Magnetic Forces and Fields.
15 Electromagnetic Induction

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AP Physics C: Mechanics Course and
Exam Description This is the core
document for this course. Unit guides

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clearly lay out the course content and skills and recommend sequencing and pacing for them throughout the year. The CED was updated in the summer of 2020 to include scoring guidelines for the example questions.

AP Physics C: Mechanics Course - AP

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Central

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Work and Energy a. 1975M3. A uniform
chain of mass M and length l hangs from
a hook in the ceiling. The bottom link is
now raised vertically and hung on the
hook as shown above on the right.

Determine the increase in gravitational

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potential energy of the chain by considering the change in position of the center of mass of the chain. .

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The past half-century has witnessed a dramatic increase in the scale and complexity of scientific research. The growing scale of science has been accompanied by a shift toward collaborative research, referred to as "team science." Scientific research is increasingly conducted by small teams and

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larger groups rather than individual investigators, but the challenges of collaboration can slow these teams' progress in achieving their scientific goals. How does a team-based approach work, and how can universities and research institutions support teams? Enhancing the Effectiveness of Team Science synthesizes

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and integrates the available research to provide guidance on assembling the science team; leadership, education and professional development for science teams and groups. It also examines institutional and organizational structures and policies to support science teams and identifies areas where further research is

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needed to help science teams and groups achieve their scientific and translational goals. This report offers major public policy recommendations for science research agencies and policymakers, as well as recommendations for individual scientists, disciplinary associations, and research universities. Enhancing the

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Effectiveness of Team Science will be of interest to university research administrators, team science leaders, science faculty, and graduate and postdoctoral students.

The National Science Foundation funded a synthesis study on the status,

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contributions, and future direction of discipline-based education research (DBER) in physics, biological sciences, geosciences, and chemistry. DBER combines knowledge of teaching and learning with deep knowledge of discipline-specific science content. It describes the discipline-specific

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difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding. Discipline-Based Education Research is based on a 30-month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate

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science, technology, engineering, and mathematics (STEM) education. This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning. The book provides empirical research on undergraduate teaching and learning in the sciences, explores the

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extent to which this research currently influences undergraduate instruction, and identifies the intellectual and material resources required to further develop DBER. Discipline-Based Education Research provides guidance for future DBER research. In addition, the findings and recommendations of this report may

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invite, if not assist, post-secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciplines, as well as guide instruction and assessment across natural science courses to improve student learning. The book brings greater focus to

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issues of student attrition in the natural sciences that are related to the quality of instruction. Discipline-Based Education Research will be of interest to educators, policy makers, researchers, scholars, decision makers in universities, government agencies, curriculum developers, research sponsors, and

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education advocacy groups.

Updated to reflect the most recent Advanced Placement exams, this new edition presents a diagnostic test and two full-length Physics C practice tests with questions answered and explained. Physics C problems, as designed by the

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Educational Testing Service, are those that require use of calculus for their solutions. In addition to practice exams, this manual presents a detailed review of AP physics topics, which include Newtonian mechanics, electricity and magnetism, and all other related AP test topics. Additional aids for test takers include a general

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overview of the AP exam, study advice, test-taking tips, and an Appendix of Physics C equations.

"What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing

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your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the

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collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: *

- * Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. *
- * Program structures--How to improve our

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use of time and space and groupings of students and staff. * Technology--How it's transforming teaching, and how to take advantage of students' natural facility with technology. * Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media.

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* Globalization--What steps to take to help students gain a global perspective. * Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind--The thinking habits that students, teachers, and administrators need to develop and

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practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live.

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"In Education Nation author Milton Chen draws from extensive experience in media--from his work on Sesame Street in its nascent years to his current role as executive director of the George Lucas Educational Foundation--to support his vision for a new world of learning. Presented in five parts and divided into

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"module" chapters, this book examines the ways in which K-12 learning can be revolutionized through innovative reform and the use of technology. Due in large part to new technologies, over the last few decades we've witnessed a huge shift in how we imagine teaching and learning. A good example is the educational

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revolution sparked by Sesame Street--which in its first season had a goal of teaching preschool-age children the numbers 1 to 10. At the time, experts dismissed it as an unrealistic goal since many kindergarten students were having trouble mastering this simple counting. Yet the research proved that preschool-age

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children learned those skills and many others directly from the TV screen.

Now Sesame Street's curriculum teaches the numbers from 1 to 40. In today's digital age the number of new ways to teach and learn is ever-expanding and includes: television, Google, YouTube, TeacherTube, Facebook, iPhones, video

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games, GPS devices, open source textbooks, interactive whiteboards; and there are countless examples of ways technology positively impacts student learning--from voice-recognition software that helps children learn to read to translation tools that help teachers communicate with non-English speaking

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parents. As a result of constant innovation, learning is no longer limited by traditional confines and we're quickly moving beyond students tied to their chairs, desks, and textbooks--and teachers locked away in classrooms."--

This book originated from a Discussion

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Group (Teaching Linear Algebra) that was held at the 13th International Conference on Mathematics Education (ICME-13). The aim was to consider and highlight current efforts regarding research and instruction on teaching and learning linear algebra from around the world, and to spark new collaborations. As the outcome

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of the two-day discussion at ICME-13, this book focuses on the pedagogy of linear algebra with a particular emphasis on tasks that are productive for learning. The main themes addressed include: theoretical perspectives on the teaching and learning of linear algebra; empirical analyses related to learning particular content in

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linear algebra; the use of technology and dynamic geometry software; and pedagogical discussions of challenging linear algebra tasks. Drawing on the expertise of mathematics education researchers and research mathematicians with experience in teaching linear algebra, this book gathers work from nine

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countries: Austria, Germany, Israel, Ireland, Mexico, Slovenia, Turkey, the USA and Zimbabwe.

Technology is ubiquitous, and its potential to transform learning is immense. The first edition of *Using Technology with Classroom Instruction That Works*

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answered some vital questions about 21st century teaching and learning: What are the best ways to incorporate technology into the curriculum? What kinds of technology will best support particular learning tasks and objectives? How does a teacher ensure that technology use will enhance instruction rather than distract

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from it? This revised and updated second edition of that best-selling book provides fresh answers to these critical questions, taking into account the enormous technological advances that have occurred since the first edition was published, including the proliferation of social networks, mobile devices, and web-based

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multimedia tools. It also builds on the up-to-date research and instructional planning framework featured in the new edition of *Classroom Instruction That Works*, outlining the most appropriate technology applications and resources for all nine categories of effective instructional strategies: * Setting objectives and

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providing feedback * Reinforcing effort
and providing recognition * Cooperative
learning * Cues, questions, and advance
organizers * Nonlinguistic representations
* Summarizing and note taking *
Assigning homework and providing
practice * Identifying similarities and
differences * Generating and testing

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hypotheses Each strategy-focused chapter features examples--across grade levels and subject areas, and drawn from real-life lesson plans and projects--of teachers integrating relevant technology in the classroom in ways that are engaging and inspiring to students. The authors also recommend dozens of word processing

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applications, spreadsheet generators, educational games, data collection tools, and online resources that can help make lessons more fun, more challenging, and--most of all--more effective.

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