

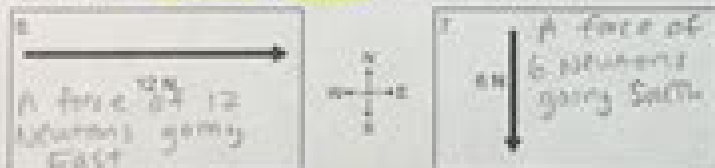
Name _____ Team _____ Period _____

Forces, Magnitude & Direction

Directions: Fill in with the correct answer.

1. A FORCE is a push or a pull.
2. The NET FORCE is the combination of all of the forces acting on an object.
3. The unit used to measure force is the NEWTON.
4. When two or more forces act on an object in the same direction, the forces balance (combine/attach/multiply).
5. When two forces acting in opposite directions combine, the net force is in the same direction as the (smaller/larger) force.

Directions: Give the magnitude and direction of the forces shown below.



Directions: Draw and label the net force on each diagram below.



Name _____ Team _____ Period _____

Identifying Forces

Identify the forces in each of the following situations.
Then describe the effect of the forces.

PUSH - The ball is being pushed away from the window.
PULL - nothing is pulling the ball away.

PULL - each pull is the other.
PULL - the rope is pulled.

PUSH - the large push is the force.
PULL - one large pull is the force.

PUSH - magnet pushes on the string.
PULL - magnet pulls the paperclip.

PUSH - hand pushes hammer.
PULL - hand pulls hammer back.
PULL - wood pulls hammer back.
PULL - gravity pulls objects down.

PUSH - exploding pushes materials out.
PULL - materials are pulled down by gravity.

PUSH - air pushes the balloon.
PULL - the balloon is pulling on itself.

PUSH - hand pushes down on leaf.
PULL - air pulls the leaf with wind.
Gravity pulls down.

Science Review Forces Section Answer Key

G Orfield



Science Review Forces Section Answer Key:

Discovering Science Through Inquiry: Forces and Motion Kit Kelli Allen, 2009-11-10 The Discovering Science through Inquiry series provides teachers and students of grades 3-8 with direction for hands-on science exploration around particular science topics and focuses. The series follows the 5E model: engage, explore, explain, elaborate, evaluate. The Forces and Motion kit provides a complete inquiry model to explore the laws of motion through supported investigation. Watch as students design a safe landing parachute to observe how the forces of deceleration work on parachutes. Forces and Motion kit includes 16 Inquiry Cards in print and digital formats, Teacher's Guide, Inquiry Handbook. Each kit includes a single copy; additional copies can be ordered. Digital resources include PDFs of activities and additional teacher resources including images and assessment tools, leveled background pages for students, and video clips to support both students and teachers.

Effectiveness of Air Force Science and Technology Program Changes National Research Council, Division on Engineering and Physical Sciences, Air Force Science and Technology Board, Committee on Review of the Effectiveness of Air Force Science and Technology Program Changes, 2003-07-11 Under mandate of Section 253, Study and Report on Effectiveness of Air Force Science and Technology Program Changes of the Fiscal Year 2002 National Defense Authorization Act, the U.S. Air Force contracted with the National Research Council (NRC) to conduct the present study. In response, the NRC established the Committee on Review of the Effectiveness of Air Force Science and Technology Program Changes, composed of academics, active and retired industry executives, former Air Force and Department of Defense (DoD) civilian executives, and retired general officers with acquisition and science and technology. These factors include threat assessment, budget constraints, technology opportunities, workforce, and program content. Given the relatively short time available for this study and considering the detailed reviews conducted annually by the SAB, the technical content of the S/T program was necessarily beyond the committee's purview. Rather, the committee focused on S/T management, including areas that have been studied many times in depth by previous advisory groups. Besides addressing technical content, those prior studies and congressional concerns highlighted four overarching S/T issues: advocacy and visibility, planning, workforce, and investment levels. In response, the Air Force instituted changes in S/T management. The NRC is requested to conduct a study to determine how changes to the Air Force science and technology program implemented during the past two years affect the future capabilities of the Air Force. Effectiveness of Air Force Science and Technology Program Changes reviews and assess whether such changes as a whole are sufficient to ensure the following: A That concerns about the management of the science and technology program that have been raised by the Congress, the Defense Science Board, the Air Force Scientific Advisory Board, and the Air Force Association have been adequately addressed; B That appropriate and sufficient technology is available to ensure the military superiority of the United States and counter future high-risk threats; C That the science and technology investments are balanced to meet near, mid, and long-term needs of the Air Force; D That the Air Force

organizational structure provides for a sufficiently senior level advocate of science and technology to ensure an ongoing effective presence of the science and technology community during the budget and planning process This report also assess the specific changes to the Air Force science and technology program as whether the biannual science and technology summits provide sufficient visibility into and understanding and appreciation of the value of the science and technology program to the senior level of Air Force budget and policy decision makers

Study Guide to AFCAT 2020 (Air Force Common Admission Test) 6th Edition Disha Experts, *Commerce Business Daily* ,1998-03 *Cliffsnotes GED Cram Plan* Murray Shukyn,Dale Edwin Shuttleworth,Achim K. Krull,2014-11-25 Provides advice for individuals with two months one month or one week to prepare for the GED test on how to study and offers a diagnostic text reviews of the five subject areas a practice test in each area and tips on reading comprehension

Applied Mechanics Reviews ,1970 *Chemistry, Student Study Guide* John A. Olmsted,Gregory M. Williams,2002-01-04 This third edition continues to innovate by providing students with an integrated and modern approach to the subject The text emphasizes the modern tools of chemistry while incorporating historical evidence and its unique molecular quantitative emphasis is further reinforced by an integrated media package developed by the authors Also of benefit is the just in time presentation of key content only providing details once they are needed While key topics and analytical techniques have been updated there is now an additional third chapter on chemical equilibrium The authors have also developed an expanded and more integrated problem solving emphasis that now incorporates a 4 step strategy throughout complete with text icons The whole is backed by a range of supplements including a new illustration program a tutorial CD interactive learningware an extensive Web CT component an instructor s resource CD and a solution CD

The Saturday Review of Politics, Literature, Science and Art ,1860 **Science Explorer: Sound and Light** Michael J. Padilla,Ioannis Miaoulis,Martha Cyr,2009 **Boston Journal of Chemistry and Popular Science Review** ,1889 *The Electrical Review* ,1884 *National Review* ,1915 *Academy; a Weekly Review of Literature, Learning, Science and Art* ,1872 The Poetical gazette the official organ of the Poetry society and a review of poetical affairs nos 4 7 issued as supplements to the Academy v 79 Oct 15 Nov 5 Dec 3 and 31 1910

Oxford Smart Activate Physics Teacher Handbook Ebook Anna Harris,Gillian Hush,2025-06-05 Oxford Smart Activate Physics Teacher Handbook Ebook has high aspirations for all students to succeed in Physics Building on what they have learned at KS2 this book provides lesson guidance that helps them to make progress through KS3 towards GCSE Teachers are given ideas and support to inspire students awe and wonder in the scientific world around them and to help students be curious and independent thinkers This Teacher Handbook Ebook gives all teachers both specialists and non specialists practical suggestions and guidance to reactivate knowledge trigger student interest and reflect on their learning and progress Links between topics sciences and the wider KS3 curriculum are clearly identified Informed by up to date educational research and tried and tested by Pioneer Schools UK to ensure that every aspect works for all students all teachers and in all secondary

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