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On January 13, 2014, Science Books II, with a focus on physics by both The Teacher and the Student, were produced in coordination of educational informatics by the Latin American Institute of Educational Communications (ILCE), in accordance with a cooperation agreement between the Deputy Minister of Basic Education and books related to Larousse Sciences 2. PDF download for free or watch online. Juan Manuel. Ramirez. Arellano. Maria Eugenia. Nino Rincon. SERIES Dialogues. Juan Manuel Ramirez de Arellano and Maria Eugenia Nino Rincon S. SECONDARY second class. Sciences. Physical. Physical Sciences 2 Physical Carlos Gutierrez Aranzeta and Alicia zakrzosa Perez Edit Larousse 2 2 2008 lists PDF files sciences 2 physical Carlos gutierrez aranzeta and Alicia zarzosa perez edit larousse 2 until 2008. Science 2 Physical Carlos Gutierrez Aranzeta and Alicia zakrosa Perez Edit Larousse 2 A 2008 Science II. Focus on the physical. A book for the master. The volume that I developed in the Coordination of Educational Informatics Institute. (ILCE), in accordance with the cooperation agreement between the. secondary education, and at least one of his ambitions or axes. Science II. Focus on the physical. A book for the master. The volume that I developed in the Coordination of Educational Informatics Institute. (ILCE), in accordance with the cooperation agreement between the. secondary education, and at least one of his ambitions or axes. Science II. Focus on the physical. A book for the master. Volume II was developed through the coordination of educational informatics of the Institute. (ILCE), in accordance with a cooperation agreement between the Deputy Minister of Education. Basica and ILCE. Authors. Mirena de Olaizola Guide tours Los Angeles reviews, Desert Guide in Utah, Fghc2331pf Guide, Irrigation Engineering pn Modi PDF, Leicester 48 Volt Charger Guide. Science 2. Physics was created to serve as a tool in an extraordinary adventure understanding that science is available to all young people, with their enthusiasm and under the guidance of a teacher. Studying physics requires a student to develop specific skills and relationships, such as the ability to reflect on different phenomena of nature based on reliable information and practices or experiments that provide data. The structure of a home book consisting of initiates a situation from an everyday example that introduces the student to the content. This situation is accompanied by some questions that help the student to think about it. Development is a representation of content, with concepts and arguments necessary for its proper understanding and learning. Closing These activities and issues whose purpose is to consolidate the consistency of teaching and achieve the expected learning. With Science They are a very diverse activity to test all learned and develop and research in school, at home, in society, exploring their own environment and applying the latest knowledge. Connect is an opportunity to enter the digital world interactively. Includes email addresses and sources of information on the Internet. It is a profitable and indispensable technological tool. To learn more, it shows the extent of physics in relation to other subjects and fields of knowledge, as well as technology. The Project Each Block ends with a knowledge integration project, so that as a team and with the support of a teacher, students develop strategies and apply acquired knowledge, conduct research and connect with all their peers and their community. This section allows students to answer new questions and choose the one they are most interested in sharing with the group. Evaluating PISA At the end of each block, this assessment checks the degree of skills that have been developed to address the problems and situations of everyday life, as well as actively and responsibly interact with society. Through reading and questions that stimulate reflection, we delve into the revised topics. PISA (International Student Assessment Program) is similar to those applied in a number of countries to students between the ages of 15 and 16; This is an opportunity for you to learn how to solve them. Mexico Educational Offers Teacher Resources Articles on Live Education Contact Menu Find your task Go straight to the page you have been commissioned to get them to finish the task faster and play longer! 1. Natasha Lozano Physical Sciences Swaan 2 Book Science 2 Physics Team Work, created and developed by the Department of Research editing by Santillan, led by Clemente Merodio Lopez. 1 2. The book Ciencias 2 Physics was prepared in the editorial edition of Santillana by the following team: Edition: Martha Alvarado zanabria Digitalization Of Images: Editorial Coordination: Maria Eugenia Guevara, Roxana Martin-Lunas Rodriguez Gerardo Hernandez, Technical Review: Jose Perales, Javier Sierra Vazquez Javier Alcantara (EDITORIAL EG Servicios y gr'ficos, S.A. de C.V.) 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ISBN: 978-970-29-1761-8 First edition: October 2006 First corrected reissue: May 2007 Second corrected reissue: March 2008 Member of the National Chamber of the Mexican Publishing Industry. Reg. No 802 Printed in Mexico2 3. PresentationThe word athenaion comes from the Greek term athenaion, which designated the Tem-flat Of Athens, in Athens Athena was the Greek goddess of wisdom, inteli-gence, ingenuity and art, among other attributes. In this temple, poets, speakers and philosophers shared their works among themselves. The ancient atenes were based on the idea that culture makes peace. Thus, the exchange of knowledge, training and training went through various stages before reaching its peak: understanding among citizens. The Athenaeum series takes on the idea of sharing learning with your companions and colleagues, guided and oriented towards your teacher. To do this, it offers a wide variety of activities: some advocate for analysis and reflection of enequipment in the group; in others, you will be able to exercise individually. The combination of both forms of work is designed to help you develop the skills needed to study science, such as the development of hypo and conclusions, the search for procedures, the ability argue the idea, among many other purposes. By typing that you and your teacher or teacher familiarize yourself with sections that integrate the Block and the type of activity they will find, we invite you to read the structure of the work. In this book, we set not problems, but challenges that are opportunistic to put into practice their skills and knowledge. For the tasks you want in the project section that will normally be performed in the lab, we will provide you with a diagram that will help you become more independent in the development and development of the experiment. For numerical tasks, you can follow the suggestions offered to help you understand, analyze, execute and view the results so you can determine if they are true. Through the schemes, you can negotiate with the group and the teacher criteria to evaluate the topics included in the program and which are distributed to hide in the five bims. Knowing how you will be judged and get into it will help you take responsibility for your own learning. To make it easier for you to find information, at the end of the book we include an analytical index, a glossary, as well as a unit conversion table and data of interest that will serve you during the course. The bibliography contains titles that will help you expand your knowledge. With this series for secondary education, Edited by Santillana, you want to restore a way to share the knowledge that has been in Athenaeum and participate in your training, helping you achieve your goals as a person and a citizen, in a world whose complexity will require more preparation. The more you take responsibility for your training, the greater your ability to choose who you want to be and to transform the country in which you were touched. The opening of a new school is a great opportunity to promote knowledge by sharing ideas, reflections, analysis and criticism, so we tell you welcome to Athenaeum! 3 4. Structure At various times in our history innate curiosity has helped us integrate our knowledge in science and technology, led to great questions about the physical laws that govern it and its processes and interactions with other areas as well as the universe, and perseverance has spawned great discoveries-its social and environmental implications. Cough. Several conclusions were made only through observation. At the end of the first four blocks of this work, the experiments began to be used to test you bring options to develop two integration projects truthfulness or false ideas about the phenomenon, and thus establish a curriculum. The method of experimentation has arisen. In this evolution Block 5 offers several suggestions for working in Sika is important because it has provided the tools for equipment for end-of-course projects and group to study and understand what's going on around us. or the school community. Make sure that among all your purpose this book is to guide in an accessible and enjoyable way satellites cover these topics, because in this way your encounter with this science, in various topics, that stable learning will be more enriching. Science 2 program, with a focus on physics. In addition, you block entry 1 1 Each block starts with a text on the topic that will be studied. The next page includes the What I Know section, which will allow you to explore your previous knowledge. What I'll Learn will help you identify new knowledge you need to acquire; it also offers criteria for your assessment with three levels of conceptual learning. My Project invites you to select one or more projects included in the final pages and develop them. Lesson Entry 2 Some lesson entries offer activities that will help you get to know the new topic. 3 In Athenaeum is a section that takes the title of the series and offers team or group activities in which the 2 you can share knowledge and share opinions to enrich your learning, from what other team members know and what you can contribute to them. With co-education, you will be able to integrate most of this knowledge. We suggest that before doing any activity, be it in Athenaeum, With Science and My Projects to consult with your teacher to get the necessary materials. In the various activities presented, both in the boxes With Science and In Athenaeum, you will find some icons shown below and indicate the most appropriate place where you can perform them: In the classroom of the Home in the Yard of your school In the lab it will help you organize yourself. 4 5. Do you know ... d) has ... that 6.37 Pl itation consid ut'n ceased to be a universe, being a lya planet? Pluto is not formed and has not changed in nin 4 Sun, it follows gir igu ando alr na, to which when Edor gu ed en fu 4 Throughout the work you will find another section called Con ciencia, which network year 19 and developed planet in categ, but dwarf. In the 30th proposal, a new definition was proposed - presenting experimental, field or research options in Intern reu ca of the Union As n of acional, ni'tro La raze de 2006 nomi- tion, which will be carried out in the class either individually or as a team. Years n is that during the han scrub objects ierto cente- . so it also tries to show you that technology is not only applied science, it is in the same tran more or me that diss tiny tons, sun tancia with OS No. 5, which Plu de aster form - but means to improve living conditions like n univ that ersal , side ku-oydes and e se co objects cong noce co un cintu r'n e- Iper. There it is in cintu-human, so you will also find the activity by itself with ersamen a little more Ce more Res and Xena that with near Pluto cuentra is the last and n imo te no research, knowledge, readings, procedures, rules What is thank you pios put on Sol nu. Futu ede wait for you to choose tel ecena nearby, be in and have a relationship that will allow you to strengthen your learning. With se s de pla sc netas in ubran herman guridad, your people. os dr r'n as older it or does les dig rprende tema so - lar has like that sis- 5 You knew that... It is a space that will help you supplement your know-6 planets, learn as when you rum. eight and do not feed it because it contains different types of information that will awaken the one you curiosity in the subject of study. 7 : 6 Connect provides options for source information, some of them on the Internet, so can you explore the research topics that I learned the power of ma in this lesson? Address. It also offers activities related to glytic gravity and sim al technology. The power of the ma illitudes and the differences with the poles to which the dwarves are always electrical information. Poles we call polo the equal name of the north and south poles. going on a par-par shooting of the two draw. repelled and deferred name Earth Rent 7 What have I learned in this lesson? This is the section at the end of the compass. The huge magnet and its poles contradict those of each lesson and give a brief summary of the most relevant. 8 Three different themes are offered in my project section, so you choose the one that attracts you the most and helps apply your learning. In order to formulate the research work, the following points are offered: Purpose What do I know about the topic? What do I want to know? What am I going to do to find out? How can I prove it and report it? As part of this scheme, you will be able to describe the experiments, complete them and get the conclusions of the project. In the first block you will find some information with this structure that will allow you to use it. 9 9 In the last section of each block of My Challenges: I show what I know and what I do, presented more than 20 exercises. It examines the questions in the first section of What I Know, so you combine your answers before and after studying the block. It also invites you to return to the table What I will be able to learn from the entrance to the block, so that you can hold a self-assessment. This will help you reflect on what you have learned, appreciate and realize your grief with various exercises. Throughout the text we have highlighted to the green the most important concepts that you can also find in Glossary at the end of the book. In addition, the basic ideas or corresponding texts were defined in purple. The use of mathematical language is indicated in dark blue. Similarly, they are used with legends to warn you of the risks, or make some observations. In short, we invite you to travel and follow the path of physics, knowledge and know-how of scientific activity. Know their connections to technology, other areas of expertise and develop their own values. Integrating all of this will allow you to increase your abilities, develop as a thinking person, improve the result of numerical tasks relates to your neighbors and learns to take care of the environment. In the long run it finds you on pages 260 and 261. will help you to consciously and successfully integrate into this changing society. 5 6. Content Block 1 Block 2 Block 3 8 54 108 Movement. Description of the Force. Explanation materia.de Changes in Nature Changes Model to Describe What We Don't Perceive1 Perception 1 Change as a result of movement 10 interactions between 1 Variety of Objects 1101.1 Feelings and Our Perception of Objects 56 1.1 Characteristics of Matter. world as we know that 1.1 How can we produce what we perceive from things? 110 something moves? 10 changes? 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Block 4 Block 5 My final projects 160 204Manifstations Structure of Knowledge, Society of Matter and Technology 1 Approach to 1 Physics and Knowledge 5 My Projects 238 Phenomena: Relationship with The Universe 206 5.1 Design and Design Brochure 238 Character 162 1.1 How did the universe emerge? 5.2 Design and development a1.1 Manifestations of structure Sphere of Scientific Knowledge 206 experiment 239 internal substance 162 First steps 206, Astronomy 5.3 Simple Machines 240 in China, In Babylonian Times 207, 5.4 Sport or Dance 241 2 From Particle Model in Pre-Hispanic Times 208, 5.5 Sound and Musical Instruments 242 to Atomic Model 165 Astronomy and Greek Cosmology 209 , Astronomy in the sixteenth and seventeenth centuries 209 , 5.6 Play (optional) 2442.1 Origin of Atomic Theory 165 21st Century and Cosmology 210 5.7 Timeline 246 3 Phenomenon 1.2 How Can We Discover 5.8 Film (optional) 248 Electromagnetic 170 Mysteries of the Universe? 213 Review Challenge 2503.1 Electric Current in How Do We Know What Stars Are Made? 216 G Glossary 252 everyday phenomena 170 2 Technology and Science 218 T Equivalence Table 255 What makes electrons move? 170, Intensity 2.1 What are the contribution of R Responses to the current problem of 172 numerical 260 science for care3.2 How is health awareness generated by 218 B bibliography 262 electromagnetism? 178 I Analytical Index Artificial Parts and Health, Sound 218, 2633.3 And the light was made! 182 X-rays, Radioactivity 219, Fiber What is optical wave, Miniaturization, Laser beam 220 electromagnetic 182, 2.2 How spectrum 183, telecommunication wavelengths work? 221 electromagnetic spectrum 184, from communication to Y ... 185, telecommunications 221 Mirrors and lenses: reflection and refraction 188 3 Physics and Environment 224 4 My projects 194 3.1 How I can prevent risks4.1 Build a device in case of natural disasters electric 194 do scientific and technical knowledge? 2244.2 Let's play with light and flowers 196 Earth Atmosphere 224.4.3 Literary Competition 198 Earth Movements 225, My Problems: I Show The Movements of the Sea 226, What Do I Know and What Do I Do 200 3.2 Energy Crisis? How can I participate and what can I do? 228 Non-Renewable Natural Resources 228, Renewable Resources, How to Help? 229 4 Science and Technology in the development of society 231 4.1 What has science brought to the development of mankind? 231 4.2 A Brief History of Physics in Mexico 235 7 8. B L O U E Movement 1 Description of changes in nature You have always heard about the fact of nature that made you wonder and led you to a pre-guntarte, how and why it happened. The same thing happened to the Greeks of antiquity, who inhabited the archipelago, which bathes in the Aegean Sea, north of the Mediterranean Sea. This attitude of people gave rise to science and, in part, physics. The purpose of this block is to guide your first steps in creating physics: in your observations, experiments and reflections on the movement around you. This knowledge will allow you to understand the importance of feelings (as well as their purification) and the usefulness of instructions for explaining motion-related phenomena. We invite you to explore physics and rediscover what you perceive, meet its heroes and concepts that have changed the history of science, and prepare you for a view of the world with different eyes8 9. What I know of my project What will you study in Block 1 will allow you - How do you understand something is moving? to develop a project in which you are so integrated - do you know what speed is? Have you ever measured it? new knowledge on this subject - Do you know what speed is? Have you ever measured it? like others, based on your problems - you assume that the movement looks the same from and interests. (See pages 40-45). in different places? Do you know what acceleration is? In the table below you will find the goals of this block as well as some criteria for you to evaluate your achievements, depending on the use you have achieved. (It corresponds to the greatest achievement of understanding). However, it is important that you agree with your teacher or teacher what other perspectives they will take into account for the assessment as well as their innumerable purpose. What I learn criteria B C I understand and explain the different types I can explain is the perception of movement. it's a movement. I have a common idea of movement I understand why light and sound are related to sound and light with that movement. wave phenomena. Vibration. I know the difference I have an idea of speed. between fast movements I can explain and apply concepts that I know what vectors are. slowly and slowly. Speed Acceleration. I give examples of the number of descriptions I recognize that there are identify vector and large-scale characteristics. I can make appropriate speed changes. I can time.20 Calculate a single speed with direct motion. in simple cases. I understand that wavelength, frequency, speed - I can give examples of the Spread Movement, and I know how to wave phenomena. I understand the whole ripples are treated. I know some features of that wave. I distinguish between cross-waves of sound. Longitudinal. I can do experiments on I know what can be done, I can explain the movement and design of the movement by using experiments for research experiments to analyze it as well as adults. analyze movement. graph the results that I get. and the design I do the motion graphics I have a common idea, I manage all the tools uniform direct experiments. measuring for analysis I know how to use distance and time stopwatch. Movement. and the flexometer. 9 10. LESSON 1 Perception of Movement 1.1 Feelings and our perception of the world as we know that something is moving? If you look closely around you, you will find that natu-raleza is at least stable, at least permanent. Changes are constant. We see the movement of living and inanimate beings, in natural and artificial bodies, throughout our environment. You feel movement in many objects around you. For example, you see birds and planes flying, maybe you also saw a dog running after a cat, or a car or bus stopping at a red light. In fact, you also feel the movement while running or cycling, as well as the feeling of wind on your face, or perceive the noise produced by objects passing by and then move away even if you don't see them, such as an ambulance siren, a motorist's horn, or your neighbor's high heels. But there are also movements that occur with such lenti-tud that you need a lot of patience to detect them; on the other hand, others, oddly enough, who do not perceive them because they occur very quickly. The movement may be too slow or too fast. From your experience, you know that although the images on this page do not move, in each scene some movements have been captured, that you recognize in them that lead you to know? You can recognize the movement of objects, and even predict it. This is very important because it has certainly helped you dodge a hit or crash, or a place where you know the ball will arrive if you play football, volleyball or basketball, and get a pass. You may also have wondered whether the light is moving, and the sound? And maybe the question will change, how do they move? It shows you that there is you can explain about the movement1.2. Above: you recognize that the athlete is working because you see his position without any problems, but legs and arms. Right: you know that there are others that are not tanbicicleta is in motion, because not just, you can see individually the rays movement so on the wheels, that is, they rotate. related to your life, it seems unnecessary to clarify what it is, however, although it is easy to recognize, and even in some cases in advance to say it, it is not so easy to explain; it took mankind many centuries to reach10 11. In Athineum 1. How can I understand that things are moving? Meet your team and discuss, as you understand, the body is on the move. Procedure - List different types of movements. Explain whether you think light and sound are moving or not, and why. Classify movements in what you can see, hear, feel with your skin and 1.3. Flutter past the bird, which you know by logic, as in the picture. You, he also tells you his movement though, remember with your team what is fast and what is slow. Sort the ones you don't see. movement on your list quickly or slowly. Draws a moving object. What features of your sketch tell your teammates that the object is in motion? We present our list, classification and drawings to the group. (Remember: it's your idea of movement that matters, not that you're a good cartoonist.) Complete your list with the opinion of your teammates. With Science 1. The ancient Greek planets found that some stars did not remain fixed in the solids of Mars and gave them the name of the planets, which comes from the Greek planes of voice and means of wandering. Venus Moon To do this, they discovered the planet in question and watched it for several nights, thus feeling its changing position towards other stars that by their remoteness seems to be fixed. The key to describing the movement of bodies is to compare with what is considered fixed. You can prepare action 1.4. With a little patience, along the few that are offered in the field with science, nights, you will be able to observe the movement of the planets, a guide to observe the stars like Venus or Mars when they change position from page 213. What did I learn from this lesson? Movement is a daily occurrence. We are used to behind the cibil and predict it. However, this is not enough to classify or unexplained movements. 11 12. 1.2 How do we describe the movement of objects? Measuring and The International System To accurately describe some kind of natural phenomenon, we first have to observe and measure it. The amount that can be measured is called values. Science only works with values, and physics only works with some of the In Athineum 1. Patterns and the International Measurement System should be compared to an object called a measurement pattern, or standard unit. For many centuries, every country, every nation, has had its own measurement system. For example, items such as rods, place containers, thumb, foot or any part of the body of the ruler were used. Of course, each country could have a king of different sizes, and if someone did not know that there is a new ruler, he could be cattle. We offer you an event to try out how hard it is to get 1.5. The framework of scales that gave consent when you use different models, President Benito Juarez, when Mexico adapted the decimal metric system, in 1861. ProcedureAs a hundred years later, in 1960, the team was started with two teammates and they choose what will be used by the International System of Units to measure distance: foot, arm, step, laptop or pencil that is in our country. nothing but of course the rule of your geometry game. Measure the length and width of your room with this template. Calculate the area (which will remain in your square units, such as square pencils). Terms are highlighted in green - Compare the result with the results of your peers. are the key concepts that you can also tell if the area you identified with your template, the same you can consult in glossary, where do you have another team? 252-254 of this book. Who's right? What is the best measure? Can you convince others that your employer is the best? Could you convince all your classmates to use it? It took mankind centuries to abandon its local patrons and choose someone who would convince everyone. Thus, between the eighteenth and twentieth centuries, measuring systems began to normalize and the decimal metric system was proposed the first, which later became the International System of Units, symbolized only with SI. In this system, units and multiples of mass and length are decimal. Today, the United States of America is the only country that does not have decre-1.6. In many places in the Republic tado mandatory use of the International System and uses English.Mexicana systems still retain some models that are not used in other countries, like what is the International Unit System?cuarter'n, jar of sardines or pile and - Explore what standard units, what materials anyway, to calculate used a dozen made and where the originals are located, and where the originals are located. The International System (SI) has created seven basic units and their units. At the end of the book (page 255) you can check this and other tables. Key units of THE SI Size Symbol Unit Connection! Length meter m Visit site: www.redescolar.ilce.edu.mx Masses of Kg option continuous education, and then click a second time with the window ConCiencia to con-tinuation choose Physics, Electric Current Intensity Ampera, where you will find various topics of interest, such as the thermodynamic temperature of Kelvin K Unit Systems. In this you will see that the amount of matter mol Mol even in 1999, incorrectly caused by the use of different-Luminous intensity candela Cd tes units cost NASA the loss of the spacecraft and 125 million dollars! During the course you will understand the meaning of all these magniitu-Also, you will find a lot. Additional units can be formed with combinations of interesting information about the basics. this topic. All values have one unit in the SI, and each unit works-way only up to this value. The units have units and multiples. When the magnitude is written with multiples and submultiples of its blocks, it is not in SIunits. Because you've used multiples and subcharging many times, you may have noticed that prefixes can be applied in any block. For example, miles, which means dividing a unit between thousands, can hunt for grams, meters or any other type of hunting. The same goes for quantities greater than one. For example, the prefix of a kilogram, which means a thousand times more than a unit, will pre-spend all units except units of time. And why is time not governed by the same rules as everyone else? Initially and in many cultures, measuring systems were not deci-sick. In fact, although there is consensus on the use of a decimal system of invarious units, this has not been achieved to measure multiples of the second decimal form. That's why you found out that multiple second minute and has only sixty seconds, not a hundred. The problem with this type of measurement is that you have to remember each attitude, whereas in the decimal system you know that it always increases or decreases from ten to ten. At the end of the book (pages 255-259) you will find more tables of multiples, submultis, weather, SI and English system. 13 14. In Athineum 1. The importance of solving problems in this book you will not run into problems but problems. The main thing is not the name, but the attitude to them. The challenge is the opportunity to apply your skills and knowledge, i.e. the way of learning. It's a good way to solve problems. If you don't have one yet, ask your teacher to help you find the one that suits you best. In this book we offer one that you can apply not only to the challenges presented to you in your physics course, but also in other situations: Procedure - First try to understand what the problem is. To do this, you need to identify the elements and use the information you know; that is, the data, as well as the ones you want to know that are called unknowns. It's very that your data is aligned. This means that each value must be measured in the same unit throughout the process. For example, if in one of the data the distance is expressed in meters, it should also be in meters in all others. If not, you must convert the units to achieve it. Determine which tool you might encounter. From mathematical expressions or equations to useful tools or procedures. If you need mathematical expressions to solve your problem, you should take the following steps: - Perform the algebraic operations necessary to purify an unknown mathematical expression. This is a step that you will have to make only when the unknown that you are looking for is not just on one side of equality. Replaces the symbols of the size of their numbers in mathematical terms, not forgetting about the units. Calculates the numerical result of operations and checks whether the units are correct and in accordance with the requested amount. Analyze your results. Remember that in physics (and almost all sciences) numerical expression gives us information beyond numerical value. Is it logical? What conclusions can I draw from the result? In Problems: Show What I Know and What I Do blocks 1, 2, 3 and 4 you will find a few problems solved by this procedure. This will allow you to observe its development step by step. You will also find other problems where you can rehearse what you have learned and familiarize yourself with this method, or another one that you choose to use. There are problems that depend on teamwork, such as some that you will find in the section In Athenaeum or in My Project-1.7 lesson. Overcoming your problems will strengthen your confidence. It is very important that you listen to the contribution of your peers to yourself. and companions and share what you think, so you can achieve the goals of this form of learning.14 15. With science1. Measuring devices 1.8. (a) and b) These devices are used to measure time, but their accuracy is different. There are many measuring devices and now you will start using them to give results. So a) b) you will need to learn how to use them. Ask the twelfth to present them to you. They all have scales, and their accuracy refers to the minimum scale they can measure. This does not mean that we should always use a smaller tool (it would be a bit absurd if you measured the length of a professional football field by your rule). 1.9. The tools on the left serve to measure length, but their scope and way of using them are very different. Some tools must be calibrated before use, i.e. ajus-tarlos, so that the units they measure correspond to the units set by known patterns, as shown in 1.11b. If the necessary adjustments are not made, the data will not be correct. it cannot be measured more accurately than the minimum scale of the device, states that each instrument has uncertainty and its value is indicated as half the minimum scale. Length sharpener in figure 1.10 between: 0 1 cm 2 3 2.7 and 0.05 x 2.75 cm and 2.7 - 0.05 x 2.65 cm 1.10. If you measure with the line the length, which can be written as: sharpeners, that is 2.7 cm. The minimum scale of the line is 0.1 cm, and half of the minimum length - 2.7 cm, ± 0.05 cm - 0. The symbol is used to ± (plus less) to indicate uncertainty. (a) (b) 1.11. When you go to a supermarket or shop, keep an eye on the calibration of the scale: a) you must first set the tool to zero, as seen; (b) Then place a pattern or weight (or a few of them) and make sure that the reading corresponds to the measurement of the pattern. Note that in (b) the picture marks 1 kg exactly. Something similar will be done in your lab. 15 16. In Athenaeum1. Let's take action! Meet two colleagues and do the next activity. Procedure - Ask your teacher for help using some tools that you can find in your lab. Nonio Micrometer or Vernier Flexometer Scale, or others such as roulette. Use the right tool to measure: The thickness of the nail Laptop mass Laptop length The width of your book is 1.12. What tools do you use to measure the diameter of your height pencil? The main part of the pasta in the notebook - The height of the room - your height - Make a table in the notebook, as shown below, and get in it all the data that you get. Compare your data with those of other groups, comment on the differences, and explain why it might occur. Object to measure the tool of the minimum scale of data uncertainty Fat your mass of nails of your laptop Long part of the laptop Width of your book The diameter of your pencil Thick Paste of your laptop Room Height is your height School Yard16 17. With Science 1. How do I convert units? Many times we need to know the value of one magnitude in the other one. To achieve this, it is necessary to know the relationship that exists between them; For example, if you travel 500m and want to determine how many kilometers they are, you must first investigate how many meters per kilometer has. In the tables included at the end of the book you will find that: 1 km x 1,000 m When you divide two equal amounts, the result is always one (1). Thus, by dividing the above quantities, we will get one (1). 1 km 1000 m with 1 1000 m 1 km These divisions between equal quantities, and is expressed in different units, are called units of factors. To convert units you only need to choose the right factor, and thus get the unit you are looking for. In the example above, we would like to do the following: 1 km 500 m km 500 km with 500 m with 0.5 km 1000 m 1000 m 1000 there is a stage when the unit meter (m) is in the numerator and denominator. So they are added and labeled diagonally to show that they have been removed. The reference system and vectors describe the movement easily explain that you have to compare it to something. The place you're doing this is called the reference system. Here we take a closer look at these systems. If you look at Figure 1.13 out of 18, you'll notice that for Julian, the boy sitting in the tricycle, his brother Emiliano is not moving. However, for the grandmother standing on the ban-kete, both children move on a tricycle. The movement of bodies depends on the frame of reference used to describe it, i.e. the observer who perceives it. Therefore, we must specify it accurately before describing the movement of any object. The body moves relative to the reference system when it changes its relative position, so the rest or movement depends on the system you decide to study it. In our example, from 17 to 18. 1.13. Left: For a child sitting in a three-wheeled box, his brother does not move and therefore does not describe any reference system located in Julian's chair, his brother injects. Right: for Grandma, both rest; but from the reference system located on the sidewalk, the children they move on a tricycle, and they describe what grandma is waiting for, Emiliano is in motion, trajectory. In addition to the reference system to describe the movement of an object, it is important to know its trajectory. The path is the line that describes the object when creating the motion, and it also depends on the frame of reference. xi xf1.14. Sometimes planes leave with them and out of your reference system you can observe the different positions you have passed. xi Offset x 1.15. There can be many different xf pathways between xi and x f points. In this performance the tra-yectoria could be made by any object and not just by the airplane system of the previous photo. Reference trajectory18 19. SECONDARY 10 0 10 20 30 40 50 60 70 x(m) 1.16. In this case, the reference system may present it as a numerical line, sometimes it is necessary to determine the change between the two positions, since the movement is made in a straight, motion object, such as those shown in the photo of the plane Origin (O) reference system (Figure 1.14). we blur in the house, the values positive Move (x) measures the change between the original position xi and right, and the negative izquierda.la xf. The symbol (Greek delta letter) means change and helps you remember that the shift refers not to a point or position, but to the difference between them. His Mathematical View: Shifting the end position (xf) starting position (xi) x xf xi For A simple step we can use as an example is a girl who walks down a straight street to get to her school. She must travel a distance (d) 70 m. To return from school, the total distance is 140 m. At the end of the journey the termi-on girl in the same position, but this information does not give you the distance traveled. The girl's trip to school: x1 70m 0m 70m In this case it corresponds to the distance value. When you return from school, shift: To process signed numbers, consult with a math teacher or teacher. x2 0m 70m 70m 19 19 libro de ciencias y tecnologia fisica 2 secundaria contestado santillana. libro de ciencias 2 fisica secundaria 2018 contestado santillana

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