

Physics 343

Class Handbook

Instructors: Mrs. Shira Eliaser <seliaser@cjhs.org>

<http://www.eliaser.net/>

Text: *Conceptual Physics* by Paul Hewitt

Required materials:

You will be expected to have the following materials with you **every day** in class.

- 1) **TI graphing calculator.** This is an absolute *must* for this course. Please buy one if you don't already have one. **YOUR CALCULATOR MUST BE WITH YOU IN CLASS EVERY SINGLE DAY OF THE SCHOOL YEAR.** Tech support is not provided—especially for the Nspire!—so download a manual and bookmark the instructional site.
- 2) **Physics notebook.** This can be any combination of three-ring binder, spiral notebook, and/or pocket folder that contains all notes, handouts, and assignments for this class.
- 3) **Your textbook.** Bring your textbook to class on any day when you are turning in or expect to receive numerical problems for homework. You are occasionally given time in class to start these problems, and you will waste valuable time if you do not have your textbook!
- 4) **Pencil.** You may take notes in either pen or pencil, but I strongly prefer that you work problems in pencil.

Come Ask Mrs. Eliaser!

- ❖ Email: seliaser@cjhs.org (This is the best way to reach me.)
- ❖ My desk: Room 302, last cubicle on the right.
- ❖ Voicemail: (847) 324-3739 (Allow 24-48 hour turnaround for voicemail.)

Academic Contract

Students will:

- Come to class prepared
- Put their best effort into their work
- Seek to understand the material
- Ask questions whenever they feel they do not understand

Teacher will:

- Come to class prepared
- Consider the learning needs of all students
- Answer all students' questions in some form
- Adjust the pace of the class to reflect student understanding

students and teacher will work together as a team
to make sure that everyone learns from this class.

Class Procedures

1. **When you arrive in class, please take out your physics folder, your calculator, and any homework.** I guarantee that you will need these items at the start of the period. Don't wait for me to ask for them!
2. **Class starts promptly when the bell rings.** Latecomers will miss important information—moreover, they distract everyone else as they come running in! If you have been delayed by another teacher, please find your seat as noiselessly as possible and try to catch up to the class. Excuse notes can be handed to Mrs. Eliaser *after* the class has been dismissed. Students with unexcused tardies will lose citizenship points.
3. **Homework will be checked at the beginning of each period.** All homework not presented at this time will be **late**. Please have all of your questions ready and waiting *before* I ask, "Any questions on the assignment due today?"
4. **We must maintain the cleanliness and orderliness of the laboratory.** All lab equipment must be returned to its proper place **five minutes before the bell rings**. I reserve the right to detain everybody if all the lab equipment has not been put away. Remember, we share the room with many other classes!
5. **Everyone in the room will show respect to one another, their teacher, and the equipment.** Harassing another student, disrupting the class, and playing with the equipment are not acceptable behaviors.
6. **Class will be dismissed by the teacher, not the bell.** I will dismiss you with the same punctuality that I ask from you. However, if I am in the middle of a sentence when the bell rings, I will ask that you continue to listen as you pack up your things, saving conversations until I have finished.
7. **Your make-up work is your sole responsibility.** See next two sections.

Absence Policy

Unless you are faint with fever or vomiting into the toilet, it is your responsibility to be in class. Schedule your orthodontist appointments for after school, and save the college visits for next year. If you miss a day of class for any reason, the stiffest penalty I can come up with is this: you miss a day of class. It doesn't matter if it's Cubs Opening Day. It doesn't matter if your parents say it's okay. You will miss a day of class, and you will spend days frantically trying to catch up on what we learned without you.

Do not come to school sick. If you miss a day of class, your first step is to copy the notes from a friend. Your next step is to get that friend to EXPLAIN their meaning. Do not come to me (or email me) and ask, "So, what did I miss in class yesterday?" I will reply, "A lot!" and go right on with what I'm doing. YOU must take the first steps in deciphering what you missed. I will help you, but I am not here to spoonfeed you. You must find a friend to explain the notes to you, then try the worksheet or the homework problems yourself. Then and only then will I sit down with you and answer all your questions. Get yesterday's notes at breakfast or lunch before you come to class! Otherwise, today's class may not make a lot of sense.

Consider: not all class activities can be made up! Extra credit games, pop quizzes, and other activities whose answers we discuss in class are often one-time opportunities. **If you are not called in with an excused**

absence, you must sadly forfeit your right to hand in or make up any assignment, INCLUDING QUIZZES, that has already been graded and returned. This is standard CJHS policy and is not unique to this class. And no, Mr. Bueller, you may not be excused for illness via hearsay and the rumor mill. An actual parent phone call is required to guarantee make-up work.

Late Work

Basketball trip? Model U.N.? Grandma's bat mitzvah? If you are overwhelmed and need an extension, ask for one ahead of time in an organized and respectful manner and you will probably receive one. This does not hold for last-minute breakdowns at 11 p.m. the night before: it is your responsibility to manage your learning so that you can ask me in class, not at 11 p.m. the night before. Exceptions may also include any assignment whose answers we will be going over in class or pre-labs that are vital to the next day's lab. Otherwise, standard late penalty for students in good standing is 1 point for the first day late, exponentially increasing thereafter. Do not abuse this policy! Persistent offenders may not be able to submit late work.

Make Up Work

Get enough sleep, eat a real breakfast, and take care of your health so you won't get sick. One measly late point is a totally acceptable sacrifice for a late homework assignment that would otherwise ruin your health. Be in school, and you will never need to worry about make-up work! Easy fix.

You are responsible for collecting all assignments that you miss due to absence (or tardiness). You must schedule make-up days for all quizzes and tests immediately upon your return. You must pick a date and time—**don't wait for me to chase you down**. If you are out for multiple days, you may have that number of days to make up your work. However, all quizzes and tests must be made up within five days (one school week) of your return. This constitutes a final deadline.

And, I can't believe I have to say this, but it is also your responsibility to show up on the day you arranged to make up the test. If you have a sudden "loss of memory" and go play hackey-sack instead of taking your physics test, you will receive a zero. **You may also lose around 5 points per iteration every time I have to chase you down and ask you when you are making up your assignment.**

Long drawn-out makeup tests create many problems. Physics is often cumulative, and the rest of the class will always be waiting with baited breath to start the rewrite process. If you are absent for multiple days and cannot make up your assignment immediately, you may have to take an alternate standardized test in the testing center when I am not present; you may not be able to ask me questions during the test, and you may not receive your work back for a couple of days. So do not stay up so late studying that you have to take a "mental health day" on the actual day of the test! Missing the test day will only make the process more confusing, and a good night's sleep will probably prevent more careless errors than memorizing all the study tips on p. 571 anyway.

Distractions

You may not use headphones, iPods, or other music devices in class. **Cell phones must remain off** and put away at all times. I reserve the right to confiscate any device that is distracting the class and hold it until the end of the school day. On a related note, physics assignments that are completed during tefillah or other classes will lose points—double points if the inappropriate time management is accompanied by lying to other teachers for the sake of physics.

Partial Credit

***SHOW YOUR WORK IN ALL WAYS POSSIBLE!!!!
I WILL GIVE PARTIAL CREDIT WHEREVER I SEE
CORRECT PHYSICS IN ACTION!!!!***

On homework, tests, and quizzes, please please please write down all pertinent calculations, theories, thought-processes, and half-baked ideas. Never ever erase your "mistakes" from the area where the "right" answer sits boxed. If you were wrong, I will see your new work and proudly note how you corrected yourself and *learned* something. If you were right and then changed it to a wrong answer, I will see your work and note that you may have veered off the track, but at least you're still on the railroad! Either way, I can see what you know and make your grade reflect that knowledge.

Rewrite Policy

Wrong answers only become right answers when you are encouraged to learn from your mistakes. For that reason, *every* lab, quiz, and test in this class will carry with it the option of a rewrite. Students unsatisfied with their learning level or grade earned will have the option to try the task a second time. All rewritten assignments must not only include all work pertinent to the correct answer, but a copious explanation of *why* their first attempt did not yield accurate results and *why* this current method does so. Complete rewrites including all necessary explanations can earn *up to* $\frac{1}{2}$ a point for every point lost on the original assignment. (Only certain questions can be rewritten for credit.) Keep in mind that rewrites are also class assignments, and late rewrites will not be accepted for credit.

The purpose of a rewrite is not to expiate your sins through hard labor, but to teach you correct physics and mathematics. Your new point tally is not determined by the amount of time you put into your rewrite or by the number of handwritten pages you produce. It is determined solely by the clarity of your explanations and the completeness of your work. Many rewrites whose content is 100% correct receive no credit at all because they omit explanations or neglect to show work! See the attached rewrite form for further guidance as to what constitutes a complete rewrite.

Grading Policy

Your grade in this class will be determined as follows:

Tests/Quizzes/Projects/Exams:	60%
Lab Exercises:	27%
Homework/Classwork:	10%
Citizenship:	3%

For those lazy mathematicians who cannot be bothered to develop their own algorithm:

$$\text{Grade} = 0.60 \left(\frac{\text{TQP pts}_{\text{earned}}}{\text{TQP pts}_{\text{total}}} \right) + 0.27 \left(\frac{\text{Lab pts}_{\text{earned}}}{\text{Lab pts}_{\text{total}}} \right) + 0.10 \left(\frac{\text{Hwk pts}_{\text{earned}}}{\text{Hwk pts}_{\text{total}}} \right) + 0.03 \left(\frac{\text{CZ pts}}{100} \right)$$

Tests: 100 points each

Tests will be given at the end of each unit. They will have analytical questions, numerical problems, and occasionally a lab practical. Most tests will be in-class affairs, but the occasional take-home test may pop up. Take-home tests have their own rules and will be discussed as they occur.

Quizzes: 5-50 points each

Quizzes will focus almost exclusively on problems we have been doing for homework or the vocabulary associated with a new chapter. 15-50 point quizzes come at the end of a section and will always be announced well ahead of time. 5-10 point quizzes are meant to see how well you are assimilating new content, and may be given at my discretion. Don't whine about them.

Projects: 100 points

There will be a few long-term projects over the course of the year. They will be announced well in advance and will include regular progress reports. If physics tests are not your favorite sport, these should be a gold mine!

The Final Exam: 125 points

Will be nothing more than a longish test. Please do not stress.

Physics Expo: 125 points

Your presentation at the all-school physics expo will take the place of a second-semester final. It will also be a lot of fun. All details will be given at the beginning of second semester.

Lab Exercises: 20-80 points each

Lab will happen once every week or two. Lab reports will be graded on effort, completeness, correctness, and general lab technique. You will be expected to understand the exercise and adequately explain your results. Accurate results with no explanation will be worth less than inaccurate results accompanied by a set of "what went wrong and how to fix it next time." (There are limits to this principle. Any data set which has -428.7% error will lose points.)

Homework: 5-10 points each

Your homework is supposed to be a learning process, and I will do our best to make it so. I will go over pressing questions in class, and answer keys will be available upon request. If you don't understand something, ask! Ask me, ask your friends, ask anyone, but please don't give up! I will be happy to do whatever it takes to make sure you understand what you're doing.

Homework will be spot-checked for effort and timeliness: any complete, punctual assignment will receive a perfect score. Although I will not grade all the homework problems for accuracy, I expect you to have tried every problem and worked it to some sort of reasonable conclusion—a blank sheet of paper with $F = ma$ printed on line 1 does not count as "effort."

Classwork: 5-10 points each

Occasionally, individual problems or short worksheets will be assigned during class: unlike homework, these will be graded for correctness. Keep in mind, however, that they are given out in class so that you can *ask me* if you feel confused or uncertain!

Citizenship: 100 points

This should be the easiest part of your grade to earn. Every student starts the semester with 100 citizenship points, and need only be present, punctual, and ready to learn each day in order for that number to hold. Citizenship points are awarded at the end of the semester, so it is important to keep track of your own behavior and make sure that you are conducting yourself responsibly over the course of the term. Coming to class punctually with calculator in hand, cooperating with one's lab partners and respecting the flow of the lecture, counts just as much as a perfect test!

Citizenship points can be lost in the following ways:

Forgotten calculator	3 pts.	} each offense
Forgotten textbook	3 pts.	
Unexcused tardy	5 pts.	
Harassing another student	6 pts.	
Talking over the teacher	6 pts.	
Refusing to cooperate as a group member	10 pts.	
"Cut" class	20 pts.	

The most common way that citizenship points are lost is because of forgotten calculators. This is a math-based class, and by forgetting your calculator, you cripple your ability to participate—as well as hampering the work of the neighbor whose calculator you keep having to borrow. I cannot say this enough: you **MUST** bring your calculator to class every day! I reserve the right to evict you from class if you persist in leaving your calculator in your locker or your bag.

The second most common way that citizenship points are lost is due to careless tardiness. Six tardies over a semester—anything more than one a month—will indicate more carelessness and apathy towards learning than getting a C- on a test; your grade will reflect this. Students who arrive tardily or "cut" will also be subject to grade modifications as per school policy. Suffice it to say, if you cut this class, you relinquish all rights to that day's material or assignments.

Extra credit:

It is possible to earn a perfect score on any and all physics work without the aid of extra credit. However, for purposes of additional challenge, various homework questions during the semester will be labeled as extra credit, as will sections of certain tests; these are to be completed on time and according to instructions for extra credit to be awarded. There will be one extra credit assignment towards the end of every semester. **DO NOT ASK ABOUT EXTRA CREDIT!** It is pre-determined and nagging will not increase its frequency. (Also, **DO NOT ASK ABOUT FIELD TRIPS.**)

Grade reports:

You have web access to your most current grade on PowerSchool. Keep track of your own grades and have a general idea of your progress. **Please keep all of your work for each semester so as to have positive proof that you have completed it all.** Typographical errors in grade sheets have been known to happen! If you believe that your gradebook contains an error, please talk to me during the day. (It's generally best to do this **BEFORE** the final exam.) Individual grades will not be discussed in class at any point.

No Whining!

Homework Guide

Your homework is meant to give you practice on the concepts we introduce in class, as well as giving you an opportunity to investigate new concepts on your own. Some problems will seem refreshingly easy, others will be more challenging. Set yourself the standard of trying everything, no matter how simple or how complicated!

A ✓+ Homework: Earns 10/10

- Does not contain any one-word answers, e.g. "Yes," "No," "B," etc.
- Does not contain any problems left primarily blank.
- Contains answers in complete sentences or phrases.
- Has either an explanation, a calculation, or a question for EVERY SINGLE problem.
- Has boxed answers so I can find them.
- Has a note when the answer found disagrees with the back of the book.
- Has questions written out in full so I can answer them... and has provided SPACE to answer them!

YOUR ASSIGNMENT CAN EARN A 10/10 EVEN WHEN YOU ARE TOTALLY CONFUSED AND HAVE NO IDEA HOW TO WORK A SINGLE ONE OF THE PROBLEMS! A THOUGHTFUL QUESTION OR REQUEST FOR INFORMATION WILL EARN YOU FULL CREDIT EVERY TIME!!!

A ✓ Homework: Earns 7/10 or 8/10

- Does not contain any problems left entirely blank.
- May contain some one-word or one-letter answers.
- May contain some solutions where work is not shown.
- May have several problems present, but not worked.
- May be too messy for me to read.
- May contain one or two incomplete calculations, e.g. "#36. $F = ma$ "
- May contain one or two solutions that are simply copied out of the back of the book.
- Contains answers in some form.
- Has something written down for every problem.
- Has the relatively unenlightening phrase, "HELP!" scrawled where appropriate.

A ✓- Homework: Earns 1/10

- May be missing most of the questions.
- May have most of the questions present, but not worked.
- May contain many incomplete one-line calculations.
- May contain some solutions that are simply copied off someone else's paper.

Missing Homework: Earns 0/10

In addition to this scale, assignments will lose 1 point per day for lateness. A 10/10 assignment one day late earns a 9/10. Consequently, if you have not completed all the problems in a set, it is preferable to keep it and complete it the next night than to hand it in on time and lose points for missing explanations. But know yourself! If you're going to forget all about the problem set as soon as you stuff it in your bag, hand it in during class so that you receive credit for what work you did!

Chaim Yankel
9.31.2005
Ch 2 Hwk #1

1. The acceleration of the ball in midair is 9.81 m/s^2 , choice (c).

2. $d = 0.5at^2$
 $d = 0.5(9.81 \text{ m/s}^2)(2.0 \text{ s})^2 = 20. \text{ m}$
 The book says 36 m, but I have no idea how they got that and what I did wrong!

3. I don't understand what this question is asking. What does terminal velocity mean?

4. I have no idea how to solve this problem. I can calculate the acceleration of the cannonball, but I have no idea how you find the horizontal distance. Help!

✓ +

Look on page 57 for terminal velocity and come see me during study hall for an explanation of how to calculate the horizontal distance.

Chaim Yankel
9.31.2005
Ch 2 Hwk #1

1. (c)

2. $d = 0.5at^2$
 $d = 0.5(9.81 \text{ m/s}^2)(2.0 \text{ s})^2 = 20 \text{ m}$

3. $v = 36.1 \text{ m/s}$

4. Help!

✓

Check your answer for #2!

Chaim Yankel
9.31.2005
Ch 2 Hwk #1

1. (c).

2. $d = 0.5at^2$

3.

4. Help!

✓ -

When To Rewrite...

You are encouraged to rewrite:

- ☑ Homework—turn in a fresh copy
- ☑ Lab reports—turn in a fresh copy
- ☑ Quizzes
- ☑ Tests

The following assignments are designed to demonstrate what you can do and therefore are not eligible for rewrite points:

- ☑ Lab practicals (i.e., a test in hands-on format)
- ☑ Research projects (get it right the first time!)
- ☑ Flash quizzes and featherweight daily check-ins

You are encouraged to rewrite the following errors for credit:

- ☑ Conceptual errors and/or omissions
- ☑ Major mistakes in calculations or formulas
- ☑ Questions that you misunderstood
- ☑ Answers that / misunderstood—that is, correct ideas that were poorly explained or unclear
- ☑ Incorrect numbers or lab data. (See below for details on lab data.)
- ☑ Missing sections of a FORMAL lab writeup. Do not simply staple a list of corrections to the front of an incomplete lab report! **When correcting labs, rewrite the lab from start to finish and turn in a fresh copy for fresh credit. To make this easier, TYPE UP all lab work!**
- ☑ Messy/disorganized lab reports. As above, turn in a fresh lab report.

You are encouraged to rewrite the following errors although credit will NOT be given:

- ☒ Incorrect use of units, significant figures, or calculator settings. (Get it right the first time!)
- ☒ Minor mistakes in substitution in the final steps of a calculation
- ☒ Any minor error whose cost was “-2” or less. You do not need rewrite credit, because you already received partial credit.
- ☒ Any question which was left blank. (Moral of the story: write something for every question!)
- ☒ Any question/assignment which received no credit for issues of academic integrity. (Duh!)
- ☒ Previously rewritten work. That is to say, if you turn in a rewrite and it comes back with major errors, please reexamine your thinking process. This is important—otherwise you will continue to make the same mistakes, and by January you will be frantic! Rewrite as many times as you need in order to make sure you can do the problem. That said, you will only be eligible for extra points on your first rewrite. Make sure your logic is secure and your format is correct before turning it in!

Rewrites are due TWO FULL DAYS after the test/assignment has been handed back!
This gives you time to come to me with questions. Don't waste your time or mine handing in work you KNOW to be incomplete or incorrect. Come to me and ask for help!
Ask promptly: rewrites may not be turned in after a subsequent test.

How to Rewrite:

- ✗ **Decide which questions to rewrite.** Minor point may not be worth your time, or if it's 11:00 p.m. and you don't understand the answer, choose to skip that and earn credit for things you DO understand!
- ✗ **RESEARCH what you did wrong.** Look things up in the book or in your notes. Ask friends, ask tutors, peer tutors, seniors, or me. If you are seeking help from a friend, the friend should have gotten the question right, and not by guessing or lucky happenstance. Beware of turning in anything that has not been checked by a third party. This is not cheating; it helps you learn, and it helps your friends learn, too! (Let's be clear: copying off your friend's paper is cheating. Don't do it. Instead ask them to help you understand.)
- ✗ **Start with a SEPARATE sheet of paper.** I will not grade cross-outs or comments scrawled in margins.
- ✗ **Write the question number.** Do NOT recopy the question—just summarize.
- ✗ **Summarize what went wrong in one SHORT sentence.** Did you guess, or were you applying an accurate idea incorrectly? (Note: keep this short, and **do not ever recopy mistaken work**—that will encourage you to make more errors in the future!)
- ✗ **BRIEFLY explain the source of your error.** If you guessed, don't waste words. However, if you made a logical, well-reasoned MISTAKE, explain what went wrong to yourself so you'll be sure not to make it again. This is the point of the assignment.
- ✗ **EXPLAIN how to correct the error.** This is the most important part of the form. Justify how and why your new method will work.
- ✗ **NOW CORRECT THE ERROR!** After explaining what was wrong with the original work, don't forget actually to solve the problem. **Show ALL your work** in every step—do not just state an answer.
- ✗ **List helpful study tips for the future.** These rewrites are going to be your study guide for the semester exam. If you need to brush up on the characteristics of velocity vs. acceleration or do a better job of linking equations, actually write down, "I need to study velocity vs. acceleration," or, "I need more practice remembering to use more than one equation." This way you'll study it again and do better next time.

What NOT to do:

- ☒ **Grovel.** I care more about whether or not you can now solve the problem than how sorry you are about what you did.
- ☒ **Pure math.** A perfect solution will receive no credit at all if you do not explain what you were thinking and how you came to those conclusions. This is a common source of wasted effort on rewrites!
- ☒ **No math at all.** Answer the question that you were unable to answer at first! Explanations alone will not convince me that you can do physics: I need to see some results, too!
- ☒ **Parrot.** "I didn't understand this problem. I still don't understand this problem. But the right answer is (b)." Don't waste your time or your pencil lead writing this out. If you don't understand the problem, why are you rewriting it? You should be out talking to your friends, asking me for help, looking up similar problems in old worksheets, and trying to understand it! The point of a rewrite is to learn physics. You will get no credit for enthusiastically documenting your continued confusion.

Good twin
9.31.2013

Test Rewrite

8. This question asked for the power used in the circuit. But instead of finding the power, I found the voltage. Power is the amount of energy the circuit uses in a given time, not the voltage that it needs to run. The correct equation for power is $P = I^2R$, so the correct answer #8 should be:

$$P = (0.2 \text{ A})^2(100 \Omega) = 4 \text{ W.}$$

In the future, I need to make sure I understand the difference and the different equations for power and voltage.

12. I had no idea how to answer this, so I just guessed. However, now that I look at the diagram, I see that it's just a pure parallel circuit, and voltage is the same everywhere in a parallel circuit, so the voltage at point P would be the same as the battery voltage: 1.5 Volts.

Rewrite grade: +6

Your explanations are clear and precise, and your work is accurate.

Evil twin
9.31.2013

Test Rewrite

2. The right answer is (d)

$$8. P = (0.2 \text{ A})^2(100 \Omega) = 4 \text{ W.}$$

12. I had no idea how to answer this, so I just guessed, but really the answer is 1.5 Volts.

Rewrite grade: +0

Where are your explanations? How did you figure this out?

Class Syllabus

Goal:

Through study of physics students will be able to understand and apply the laws of motion by calculating the effects of kinematic, gravitational, electromagnetic, and nuclear forces on the motion of objects.

Objectives: Students will be able to...

1. Apply the concepts of physics to explain everyday phenomena.
2. Get a feel for the breadth of physics, and its possibilities in industry and research.
3. Analyze physical data by means of graphs, diagrams, vectors, algebra, and trigonometry.
4. Describe and analyze the kinematics and dynamics of one- and two-dimensional motion.
5. Describe and analyze the effects of static electricity and simple circuits.
6. Describe and analyze the motion of planetary satellites.
7. Describe the nature of the wave, and its modern cousin, the "wavicle."
8. Analyze the transmission and properties of light, sound, and associated phenomena.
9. Describe the Standard Model of sub-atomic physics.
10. Perform experiments to demonstrate basic principles of physics and hone experimental skills.
11. Write up research projects to investigate applications of physics and hone scientific writing skills.

Calendar:

Unit 1: Building Blocks (September)

Chapter 1

Unit 2: Inertia and Equilibrium (September)

Chapter 2

Unit 3: Forces and Their Interactions (October)

Chapter 4-5

Unit 4: Kinematics (September)

Chapter 3

Unit 5: Conservation of Momentum & Energy

(November)

Chapters 6-7

Unit 6: Center of Mass and Stability (December)

Chapter 8

Unit 7: Rotational Motion (December-January)

Chapters 8-9

Unit 8: Gravitation (February)

Chapters 9-10

Unit 9: Waves, Light, and Sound (February-March)

Chapters 19-21, 26-31

Unit 10: Electrostatics (March)

Chapter 22

Unit 11: Currents and Circuits (April)

Chapter 23

Unit 12: Electromagnetism (April-May)

Chapters 24-25

Unit 13: Modern Physics (May)

Ch. 32-36

Your First Quiz

...to be handed in on the second day of class, first thing in the period...

1. You have stayed to finish some business with your English teacher, which makes you a little late to physics class. Coming into the room, you...
 - (a) Slam the door and yell, "OK, I'm here, the party can start now!"
 - (b) Slam the door and yell, "Here's my note, Mrs. Eliaser! I'm sorry I'm late! I was talking to my English teacher and you know how he is and it was really important and I had to stay and..."
 - (c) Slam the door and yell, "Oh wow, I'm soooooo sorry I'm late! It'll never happen again, I swear, I swear, I swear! Oh please don't dock me, please please please!"
 - (d) Quietly come in and sit down, take out your physics notebook, and start reading what's on the board. Then give Mrs. Eliaser the note from your English teacher at the end of the period.

2. You are in physics class. Your calculator is reposing peacefully in your locker. List at least two reasons why this is a problem.

3. When should you leave your textbook at home or in your locker?

4. How is rewriting a test different than rewriting a formal lab report?

5. You spend three hours rewriting a test on which you got at 82%. Your rewrite is six pages long. What will your rewritten (replacement) grade be?

6. When's the latest a rewrite may be turned in?

7. Your lab partner makes a hopeless mess of the lab, and you call him an idiot. This appellation...
 - (a) Hurts your lab partner's feelings.
 - (b) Reduces the likelihood that he will want to participate in class in the future.
 - (c) Reduces the likelihood that he will have enough confidence to try the lab again.
 - (d) Affects your grade.
 - (e) All of the above.

8. Which of the following will lose you points on an assignment?
 - (a) Waiting for me to chase you down and ask for it
 - (b) Never scheduling a make-up date for it
 - (c) Not showing up to make it up when you said you would
 - (d) Doing it during social studies
 - (e) Lying to Rabbi Feinsmith about why you are doing it during tefillah
 - (f) All of the above.

9. You forget your calculator five times over the course of the semester, arrive tardy four times, and otherwise are a model student. At the end of the semester, how many citizenship points do you have?
10. Name two topics that should never be asked about in class.
11. You are going to miss three days of class to attend your brother's graduation. What will happen if you are not called in absent by a parent?

How do you go about making up work?

12. What's the coolest thing you found on the class webpage? Be specific.
13. Name one topic we will be studying after this current unit. And no, "physics" does not count!
14. What is your favorite class? _____
Why? (circle all that apply)
- (a) The teacher
 - (b) The subject
 - (c) The book(s)
 - (d) I have friends in that class
 - (e) Other: (please write in)
15. What are three things you do best?

16. What are three things you would like to improve at?

17. What do you feel I ought to know as your teacher?