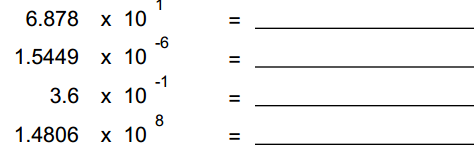
|  |  |  |
| --- | --- | --- |
| potential energy vs kinetic energy  East.H.S. ©λ€M|5+rγ  visit http://genest.weebly.com | http://media.merchantcircle.com/32105936/dog-chef_full.gif | Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Come for assistance and cheerful encouragement after school Tues, Thurs, every day at lunch |

1. An object has energy if it can push a second object and make it move. Use your imagination to tell what could get pushed by each of these forms of energy.

|  |  |  |
| --- | --- | --- |
| Object | Type of energy | How could it push something? (Be imaginative. There are no pre-determined "correct" answers.) |
| A book on a high shelf | □ kinetic  □ potential |  |
| steam from a kettle | □ kinetic  □ potential |  |
| A little pile of gunpowder. | □ kinetic  □ potential |  |
| Mercury expanding | □ kinetic  □ potential |  |
| loud, loud sound from a trumpet | □ kinetic  □ potential |  |
| A book on the floor of our classroom | □ kinetic  □ potential |  |
| a Snickers ™ bar with almonds | □ kinetic  □ potential |  |
| Getting energy by eating candy | □ kinetic  □ potential |  |

1. Convert the following to normal numbers



1. write the answer to the correct number of significant figures

|  |  |
| --- | --- |
|  | = |

1. write the answer to the correct number of significant figures

|  |  |
| --- | --- |
|  | = |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Here's a fellow with a powerful rolling electrical sound system that makes the air vibrate with sound waves. Try to list a total of eight forms of energy in this system. Divide the energy that you list into Kinetic Energy and Potential Energy (hint: think in terms of electrical energy ,heat, chemical energy, moving particles, light energy, etc)  |  |  | | --- | --- | | kinetic energy | potential energy | |  |  | | soundEnergy.jpg |

For each pair of quantities mark < , =, or >.

|  |  |  |  |
| --- | --- | --- | --- |
| Example: | U.S. Deaths due to bicycle accidents | \_\_>\_\_ | U.S. Deaths due to Ebola |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. The temperature of 300°C water | \_\_\_\_\_\_\_\_ | The temperature of 300K water |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. The mass of a 300 μg object | \_\_\_\_\_\_\_\_ | The mass of a 300 ng object |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. 6.878 x 101 | \_\_\_\_\_\_\_\_ | 9.4608 x 10-6 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1. The value of | \_\_\_\_\_ | The value of |

1. For the following sample data, is the value V/T growing, shrinking, or a constant value?

|  |  |
| --- | --- |
| 1. For the following graph, what value did the student obtain for "absolute zero"? | 1. For the following graph, what value did the student obtain for "absolute zero"? |
|  |  |