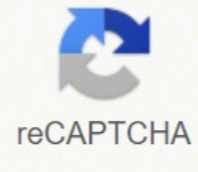


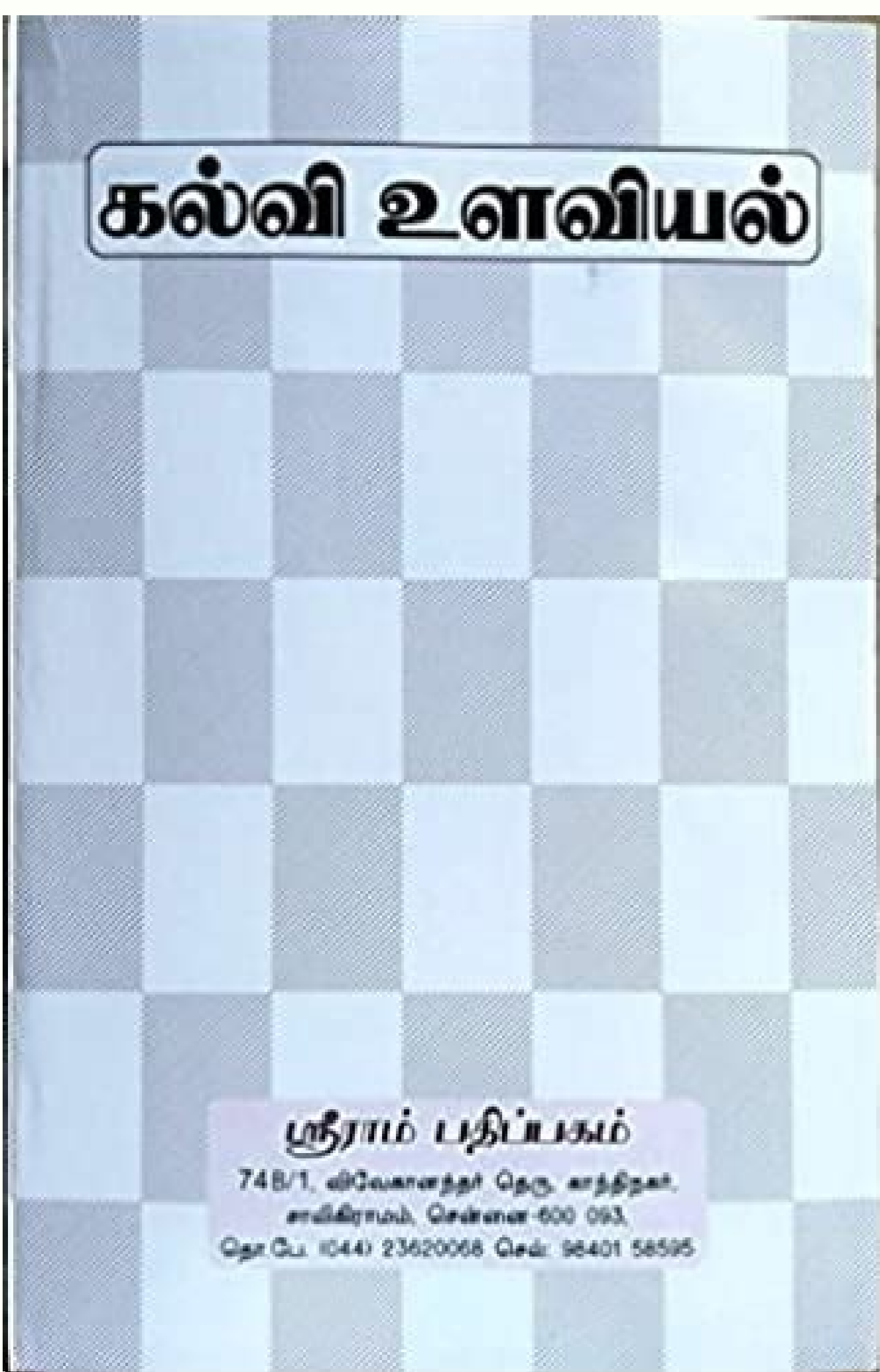
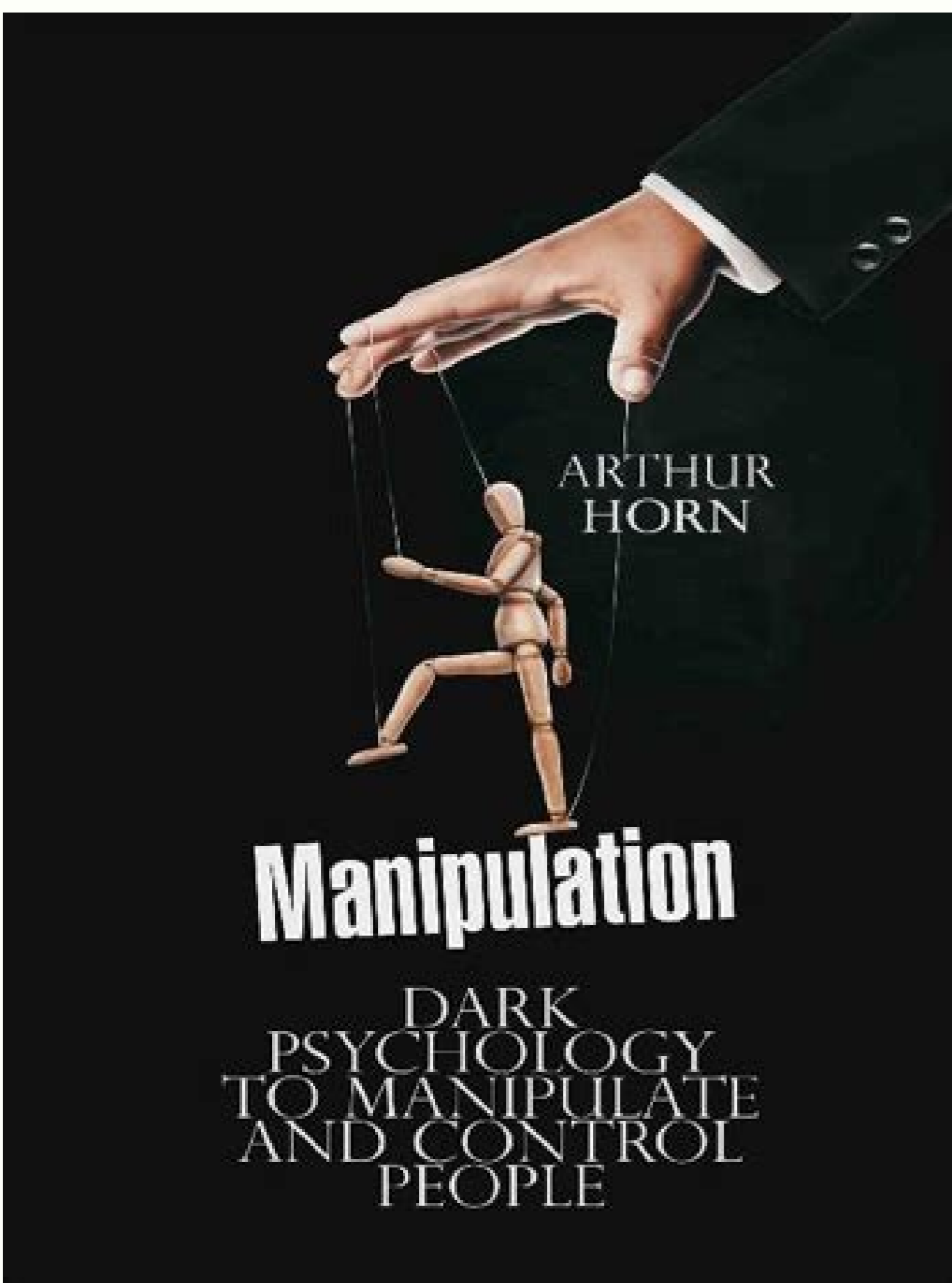


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Unit 1

Physical Quantities and Measurement

STUDENT'S LEARNING OUTCOMES

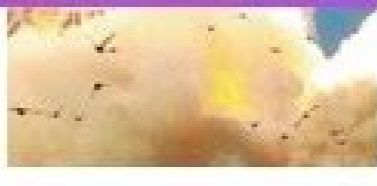
After studying this unit, the students will be able to:

- describe the crucial role of Physics in Science, Technology and Society.
- explain with examples that Science is based on physical quantities which consist of numerical magnitude and a unit.
- differentiate between base and derived physical quantities.



Physics (English)

- write the answer in scientific notation in measurements and calculations.
- describe the working of Vernier Callipers and screw gauge for measuring length.
- identify and explain the limitations of measuring instruments such as metre rule, Vernier Callipers and screw gauge.
- describe the need using significant figures for recording and stating results in the laboratory.



This unit is built on
Measurement -Science-VIII
Scientific Notation -Maths-IX
This unit leads to:
Measurement -Physics-XI

COMPUTER SCIENCE

For Class
9th-10th

Part-2



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UPDATED - A new chapter on learning and prior knowledge, Chapter 6, replaces Chapter 4 from the previous edition and focuses on the learning of principled knowledge in subject-matter domains, including how learners revise implicit, intuitive theories about the world to align with canonical knowledge. Students are encouraged to apply reflective practice, which is designed to foster a critical and reflective mode of thinking when considering any particular approach to learning and instruction. Download the mobile app to read anytime and anywhere, even offline. Motivation and Neuroscience for Instruction 14. LMS integration provides institutions, instructors, and students with single sign-on access to Pearson eText via Blackboard Learn™, Canvas™, Brightspace® by D2L®, and Moodle. Savvas Learning Company is a trademark of Savvas Learning Company LLC. It discusses incorporating technology into instruction, computer-supported collaborative learning, game-based instruction, and open pedagogy. A new Chapter 13 focuses on motivation and neuroscience for instruction, including a model of motivational design, self-regulated learning strategies, socioemotional learning, and culturally responsive teaching. Modern learning theory perspectives are covered in depth. A chapter on learning and development, Chapter 5, merges the two development chapters from the 3rd Edition and includes a new section on lifespan development and new implications of development theory for learning across the lifespan. Instant Access ISBNs are for individuals purchasing with credit cards or PayPal. In-depth coverage of modern learning theories and their practical applications helps inform reflective instructional practice. Simplified, reorganized chapters fit easily into a semester-length course. Application chapters are strategically interspersed after every two theory chapters to examine specific, well-established, well-researched instructional applications of the theories discussed in more detail. Chapter 4 (Chapter 10 in the previous edition) is significantly revised and reoriented to focus on instructional applications, with additional content on behavioral skills training and the transtheoretical model of intentional behavioral change. Chapter 7 (Chapter 11 in the previous edition) is substantially revised and reoriented to focus on instructional applications, with additional content on constructionism, instructional design models that support constructivist learning, and an exploration of criticisms of constructivism. A new Chapter 10 focuses on technology-enhanced learning environments. Extend learning beyond the classroom Pearson eText is an easy-to-use digital textbook that students can purchase on their own or you can assign for your course. 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New theories of conceptual change and the role of prior knowledge in comprehension, problem solving, and transfer are included. UPDATED - A new chapter on learning and situativity, Chapter 8, incorporates situated cognition from Chapter 5 of the 3rd Edition as a core concept of the situative perspective and expands the discussion to the learning context as an activity system and knowing as successful situated participation. NEW - A new chapter on learning and (digital) technology, Chapter 9, looks at the landscape of learning technology, including how technology supports learning, what technologies enhance learning, and the issues that arise when technology is integrated into instruction. UPDATED - A new chapter on learning and neuroscience, Chapter 12, replaces Chapter 8 of the 3rd Edition and focuses on the burgeoning field of educational neuroscience including topics such as neuromyths, the impact of adverse childhood experiences on learning and the brain, and the neuroscience of cognition and emotion. UPDATED - A new chapter, "Learning and Instruction: Toward a Personal Theory," Chapter 14, replaces Chapter 12 of the previous edition, elaborating on topics such as personal epistemology, reflexivity, and epistemic climate. Note: If you integrate Pearson eText with your LMS, students must redeem or purchase access through the LMS. Advanced embedding details, examples, and help! © 1996-2014, Amazon.com, Inc. Add your personal teaching style to important topics, call out need-to-know information, or clarify difficult concepts directly in the eText. Access reading analytics. Using excellent examples ranging from primary school instruction to corporate training, this text combines the latest thinking and research to give students the opportunity to explore the individual theories as viewed by the experts, or its affiliates. For courses in cognition and instruction. A framework for epistemic reflexivity is included to guide readers in being reflexive about their own learning and knowledge. The app is available on the App Store® and Google Play™ Store. Option to renew. Readers are encouraged to continually reflect on their own knowledge and learning as they consider instructional approaches. Focused applications illustrate what learning theories look like in practice. UPDATED - Application chapters are strategically interspersed after every two theory chapters to examine specific, well-established, well-researched instructional applications of the theories discussed in more detail. UPDATED - Chapter 4 (Chapter 10 in the previous edition) is significantly revised and reoriented to focus on instructional applications, with additional content on behavioral skills training and the transtheoretical model of intentional behavioral change. UPDATED - Chapter 7 (Chapter 11 in the previous edition) is substantially revised and reoriented to focus on instructional applications, with additional content on constructionism, instructional design models that support constructivist learning, and an exploration of criticisms of constructivism. NEW - Chapter 10 focuses on technology-enhanced learning environments. Creating a course allows you to personalize your Pearson eText so students see the connection between their reading and what they learn in class, motivating them to keep reading, and keep learning. New theories of conceptual change and the role of prior knowledge in comprehension, problem solving, and transfer are included. 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"Learning and Instruction: Toward a Personal Theory," Chapter 14, replaces Chapter 12 of the previous edition, elaborating on topics such as personal epistemology, reflexivity, and epistemic climate. Learning and Situativity 9. Additionally, new/updated chapters cover new psychological and educational perspectives as they relate to: digital technology; development; prior knowledge; situativity; neuroscience; and developing a personal theory of learning and instruction. It discusses incorporating technology into instruction, computer-supported collaborative learning, game-based instruction, and open pedagogy. NEW - Chapter 13 focuses on motivation and neuroscience for instruction, including a model of motivational design, self-regulated learning strategies, socioemotional learning, and culturally responsive teaching. Modern learning theory perspectives are covered in depth. In-depth coverage of modern learning theories and their practical applications helps inform reflective instructional practice. Psychology of Learning for Instruction focuses on the implications and applications of learning theories to instruction. Situated and Technology-Enhanced Instruction 11. The 4th Edition has been substantially revised and reorganized. Use the dashboard to gain insight into how students are working in their eText to plan more effective instruction in and out of class. Customize and schedule readings. The mobile app lets students learn on the go, offline or online. In-depth coverage of modern learning theories and their practical applications helps inform reflective instructional practice. UPDATED - Simplified, reorganized chapters fit easily into a semester-length course. The theme of reflective practice is emphasized throughout. Learning and Development 6. Learn more about Pearson eText. It lets students read, highlight, and take notes, all in one place. 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