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Contents



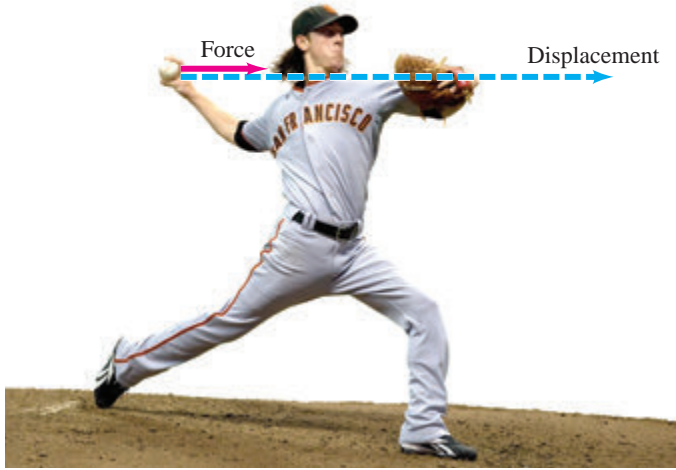
Applications List	x
Preface	xiii
To Students	xviii
Use of Color	xix
Correlation Grid	xx

1	INTRODUCTION, MEASUREMENT, ESTIMATING	1
1 – 1	The Nature of Science	2
1 – 2	Physics and its Relation to Other Fields	4
1 – 3	Models, Theories, and Laws	5
1 – 4	Measurement and Uncertainty; Significant Figures	5
1 – 5	Units, Standards, and the SI System	8
1 – 6	Converting Units	11
1 – 7	Order of Magnitude: Rapid Estimating	13
*1 – 8	Dimensions and Dimensional Analysis	16
	Questions, MisConceptual Questions	17
	Problems, Search and Learn	18–20
2	DESCRIBING MOTION: KINEMATICS IN ONE DIMENSION	21
2 – 1	Reference Frames and Displacement	22
2 – 2	Average Velocity	23
2 – 3	Instantaneous Velocity	25
2 – 4	Acceleration	26
2 – 5	Motion at Constant Acceleration	28
2 – 6	Solving Problems	30
2 – 7	Freely Falling Objects	33
2 – 8	Graphical Analysis of Linear Motion	39
	Questions, MisConceptual Questions	41–42
	Problems, Search and Learn	43–48

3	KINEMATICS IN TWO DIMENSIONS; VECTORS	49
3 – 1	Vectors and Scalars	50
3 – 2	Addition of Vectors—Graphical Methods	50
3 – 3	Subtraction of Vectors, and Multiplication of a Vector by a Scalar	52
3 – 4	Adding Vectors by Components	53
3 – 5	Projectile Motion	58
3 – 6	Solving Projectile Motion Problems	60
*3 – 7	Projectile Motion Is Parabolic	64
3 – 8	Relative Velocity	65
	Questions, MisConceptual Questions	67–68
	Problems, Search and Learn	68–74

4	DYNAMICS: NEWTON’S LAWS OF MOTION	75
4 – 1	Force	76
4 – 2	Newton’s First Law of Motion	76
4 – 3	Mass	78
4 – 4	Newton’s Second Law of Motion	78
4 – 5	Newton’s Third Law of Motion	81
4 – 6	Weight—the Force of Gravity; and the Normal Force	84
4 – 7	Solving Problems with Newton’s Laws: Free-Body Diagrams	87
4 – 8	Problems Involving Friction, Inclines	93
	Questions, MisConceptual Questions	98–100
	Problems, Search and Learn	101–8

5	CIRCULAR MOTION; GRAVITATION	109
5 – 1	Kinematics of Uniform Circular Motion	110
5 – 2	Dynamics of Uniform Circular Motion	112
5 – 3	Highway Curves: Banked and Unbanked	115
*5 – 4	Nonuniform Circular Motion	118
5 – 5	Newton’s Law of Universal Gravitation	119
5 – 6	Gravity Near the Earth’s Surface	121
5 – 7	Satellites and “Weightlessness”	122
5 – 8	Planets, Kepler’s Laws, and Newton’s Synthesis	125
5 – 9	Moon Rises an Hour Later Each Day	129
5–10	Types of Forces in Nature	129
	Questions, MisConceptual Questions	130–32
	Problems, Search and Learn	132–37



6 WORK AND ENERGY 138

6 – 1	Work Done by a Constant Force	139
*6 – 2	Work Done by a Varying Force	142
6 – 3	Kinetic Energy, and the Work-Energy Principle	142
6 – 4	Potential Energy	145
6 – 5	Conservative and Nonconservative Forces	149
6 – 6	Mechanical Energy and Its Conservation	150
6 – 7	Problem Solving Using Conservation of Mechanical Energy	151
6 – 8	Other Forms of Energy and Energy Transformations; The Law of Conservation of Energy	155
6 – 9	Energy Conservation with Dissipative Forces: Solving Problems	156
6–10	Power	159
	Questions, MisConceptual Questions	161–63
	Problems, Search and Learn	164–69

7 LINEAR MOMENTUM 170

7 – 1	Momentum and Its Relation to Force	171
7 – 2	Conservation of Momentum	173
7 – 3	Collisions and Impulse	176
7 – 4	Conservation of Energy and Momentum in Collisions	177
7 – 5	Elastic Collisions in One Dimension	178
7 – 6	Inelastic Collisions	180
*7 – 7	Collisions in Two Dimensions	182
7 – 8	Center of Mass (CM)	184
*7 – 9	CM for the Human Body	186
*7–10	CM and Translational Motion	187
	Questions, MisConceptual Questions	190–91
	Problems, Search and Learn	192–97

8 ROTATIONAL MOTION 198

8 – 1	Angular Quantities	199
8 – 2	Constant Angular Acceleration	203
8 – 3	Rolling Motion (Without Slipping)	204
8 – 4	Torque	206
8 – 5	Rotational Dynamics; Torque and Rotational Inertia	208
8 – 6	Solving Problems in Rotational Dynamics	210
8 – 7	Rotational Kinetic Energy	212
8 – 8	Angular Momentum and Its Conservation	215
*8 – 9	Vector Nature of Angular Quantities	217
	Questions, MisConceptual Questions	220–21
	Problems, Search and Learn	222–29

9 STATIC EQUILIBRIUM; ELASTICITY AND FRACTURE 230

9 – 1	The Conditions for Equilibrium	231
9 – 2	Solving Statics Problems	233
9 – 3	Applications to Muscles and Joints	238
9 – 4	Stability and Balance	240
9 – 5	Elasticity; Stress and Strain	241
9 – 6	Fracture	245
*9 – 7	Spanning a Space: Arches and Domes	246
	Questions, MisConceptual Questions	250–51
	Problems, Search and Learn	252–59

10 FLUIDS 260

10–1	Phases of Matter	261
10–2	Density and Specific Gravity	261
10–3	Pressure in Fluids	262
10–4	Atmospheric Pressure and Gauge Pressure	264
10–5	Pascal's Principle	265
10–6	Measurement of Pressure; Gauges and the Barometer	266
10–7	Buoyancy and Archimedes' Principle	268
10–8	Fluids in Motion; Flow Rate and the Equation of Continuity	272
10–9	Bernoulli's Equation	274
10–10	Applications of Bernoulli's Principle: Torricelli, Airplanes, Baseballs, Blood Flow	276
*10–11	Viscosity	279
*10–12	Flow in Tubes: Poiseuille's Equation, Blood Flow	279
*10–13	Surface Tension and Capillarity	280
*10–14	Pumps, and the Heart	282
	Questions, MisConceptual Questions	283–85
	Problems, Search and Learn	285–91

11 OSCILLATIONS AND WAVES 292

- 11-1 Simple Harmonic Motion—Spring Oscillations 293
- 11-2 Energy in Simple Harmonic Motion 295
- 11-3 The Period and Sinusoidal Nature of SHM 298
- 11-4 The Simple Pendulum 301
- 11-5 Damped Harmonic Motion 303
- 11-6 Forced Oscillations; Resonance 304
- 11-7 Wave Motion 305
- 11-8 Types of Waves and Their Speeds: Transverse and Longitudinal 307
- 11-9 Energy Transported by Waves 310
- 11-10 Reflection and Transmission of Waves 312
- 11-11 Interference; Principle of Superposition 313
- 11-12 Standing Waves; Resonance 315
- *11-13 Refraction 317
- *11-14 Diffraction 318
- *11-15 Mathematical Representation of a Traveling Wave 319
- Questions, MisConceptual Questions 320–22
- Problems, Search and Learn 322–27

12 SOUND 328

- 12-1 Characteristics of Sound 329
- 12-2 Intensity of Sound: Decibels 331
- *12-3 The Ear and Its Response; Loudness 334
- 12-4 Sources of Sound: Vibrating Strings and Air Columns 335
- *12-5 Quality of Sound, and Noise; Superposition 340
- 12-6 Interference of Sound Waves; Beats 341
- 12-7 Doppler Effect 344
- *12-8 Shock Waves and the Sonic Boom 348
- *12-9 Applications: Sonar, Ultrasound, and Medical Imaging 349
- Questions, MisConceptual Questions 352–53
- Problems, Search and Learn 354–58



13 TEMPERATURE AND KINETIC THEORY 359

- 13-1 Atomic Theory of Matter 359
- 13-2 Temperature and Thermometers 361
- 13-3 Thermal Equilibrium and the Zeroth Law of Thermodynamics 363
- 13-4 Thermal Expansion 364
- 13-5 The Gas Laws and Absolute Temperature 367
- 13-6 The Ideal Gas Law 369
- 13-7 Problem Solving with the Ideal Gas Law 370
- 13-8 Ideal Gas Law in Terms of Molecules: Avogadro's Number 372
- 13-9 Kinetic Theory and the Molecular Interpretation of Temperature 373
- 13-10 Distribution of Molecular Speeds 376
- 13-11 Real Gases and Changes of Phase 377
- 13-12 Vapor Pressure and Humidity 379
- *13-13 Diffusion 381
- Questions, MisConceptual Questions 384–85
- Problems, Search and Learn 385–89

14 HEAT 390

- 14-1 Heat as Energy Transfer 391
- 14-2 Internal Energy 392
- 14-3 Specific Heat 393
- 14-4 Calorimetry—Solving Problems 394
- 14-5 Latent Heat 397
- 14-6 Heat Transfer: Conduction 400
- 14-7 Heat Transfer: Convection 402
- 14-8 Heat Transfer: Radiation 403
- Questions, MisConceptual Questions 406–8
- Problems, Search and Learn 408–11

15 THE LAWS OF THERMODYNAMICS 412

- 15-1 The First Law of Thermodynamics 413
- 15-2 Thermodynamic Processes and the First Law 414
- *15-3 Human Metabolism and the First Law 418
- 15-4 The Second Law of Thermodynamics—Introduction 419
- 15-5 Heat Engines 420
- 15-6 Refrigerators, Air Conditioners, and Heat Pumps 425
- 15-7 Entropy and the Second Law of Thermodynamics 428
- 15-8 Order to Disorder 430
- 15-9 Unavailability of Energy; Heat Death 431
- *15-10 Statistical Interpretation of Entropy and the Second Law 432
- *15-11 Thermal Pollution, Global Warming, and Energy Resources 434
- Questions, MisConceptual Questions 437–38
- Problems, Search and Learn 438–42

16 ELECTRIC CHARGE AND ELECTRIC FIELD 443

- 16-1 Static Electricity; Electric Charge and Its Conservation 444
 - 16-2 Electric Charge in the Atom 445
 - 16-3 Insulators and Conductors 445
 - 16-4 Induced Charge; the Electroscope 446
 - 16-5 Coulomb's Law 447
 - 16-6 Solving Problems Involving Coulomb's Law and Vectors 450
 - 16-7 The Electric Field 453
 - 16-8 Electric Field Lines 457
 - 16-9 Electric Fields and Conductors 459
 - *16-10 Electric Forces in Molecular Biology: DNA Structure and Replication 460
 - *16-11 Photocopy Machines and Computer Printers Use Electrostatics 462
 - *16-12 Gauss's Law 463
- Questions, MisConceptual Questions 467–68
Problems, Search and Learn 469–72

17 ELECTRIC POTENTIAL 473

- 17-1 Electric Potential Energy and Potential Difference 474
 - 17-2 Relation between Electric Potential and Electric Field 477
 - 17-3 Equipotential Lines and Surfaces 478
 - 17-4 The Electron Volt, a Unit of Energy 478
 - 17-5 Electric Potential Due to Point Charges 479
 - *17-6 Potential Due to Electric Dipole; Dipole Moment 482
 - 17-7 Capacitance 482
 - 17-8 Dielectrics 485
 - 17-9 Storage of Electric Energy 486
 - 17-10 Digital; Binary Numbers; Signal Voltage 488
 - *17-11 TV and Computer Monitors: CRTs, Flat Screens 490
 - *17-12 Electrocardiogram (ECG or EKG) 493
- Questions, MisConceptual Questions 494–95
Problems, Search and Learn 496–500



18 ELECTRIC CURRENTS 501

- 18-1 The Electric Battery 502
 - 18-2 Electric Current 504
 - 18-3 Ohm's Law: Resistance and Resistors 505
 - 18-4 Resistivity 508
 - 18-5 Electric Power 510
 - 18-6 Power in Household Circuits 512
 - 18-7 Alternating Current 514
 - *18-8 Microscopic View of Electric Current 516
 - *18-9 Superconductivity 517
 - *18-10 Electrical Conduction in the Human Nervous System 517
- Questions, MisConceptual Questions 520–21
Problems, Search and Learn 521–25

19 DC CIRCUITS 526

- 19-1 EMF and Terminal Voltage 527
 - 19-2 Resistors in Series and in Parallel 528
 - 19-3 Kirchhoff's Rules 532
 - 19-4 EMFs in Series and in Parallel; Charging a Battery 536
 - 19-5 Circuits Containing Capacitors in Series and in Parallel 538
 - 19-6 RC Circuits—Resistor and Capacitor in Series 539
 - 19-7 Electric Hazards 543
 - 19-8 Ammeters and Voltmeters—Measurement Affects the Quantity Being Measured 546
- Questions, MisConceptual Questions 549–51
Problems, Search and Learn 552–59

20 MAGNETISM 560

- 20-1 Magnets and Magnetic Fields 560
 - 20-2 Electric Currents Produce Magnetic Fields 563
 - 20-3 Force on an Electric Current in a Magnetic Field; Definition of \vec{B} 564
 - 20-4 Force on an Electric Charge Moving in a Magnetic Field 566
 - 20-5 Magnetic Field Due to a Long Straight Wire 570
 - 20-6 Force between Two Parallel Wires 571
 - 20-7 Solenoids and Electromagnets 572
 - 20-8 Ampère's Law 573
 - 20-9 Torque on a Current Loop; Magnetic Moment 575
 - 20-10 Applications: Motors, Loudspeakers, Galvanometers 576
 - *20-11 Mass Spectrometer 578
 - *20-12 Ferromagnetism: Domains and Hysteresis 579
- Questions, MisConceptual Questions 581–83
Problems, Search and Learn 583–89

21 ELECTROMAGNETIC INDUCTION AND FARADAY'S LAW 590

21-1	Induced EMF	591
21-2	Faraday's Law of Induction; Lenz's Law	592
21-3	EMF Induced in a Moving Conductor	596
21-4	Changing Magnetic Flux Produces an Electric Field	597
21-5	Electric Generators	597
21-6	Back EMF and Counter Torque; Eddy Currents	599
21-7	Transformers and Transmission of Power	601
*21-8	Information Storage: Magnetic and Semiconductor; Tape, Hard Drive, RAM	604
*21-9	Applications of Induction: Microphone, Seismograph, GFCI	606
*21-10	Inductance	608
*21-11	Energy Stored in a Magnetic Field	610
*21-12	<i>LR</i> Circuit	610
*21-13	AC Circuits and Reactance	611
*21-14	<i>LRC</i> Series AC Circuit	614
*21-15	Resonance in AC Circuits	616
	Questions, MisConceptual Questions	617–19
	Problems, Search and Learn	620–24

22 ELECTROMAGNETIC WAVES 625

22-1	Changing Electric Fields Produce Magnetic Fields; Maxwell's Equations	626
22-2	Production of Electromagnetic Waves	627
22-3	Light as an Electromagnetic Wave and the Electromagnetic Spectrum	629
22-4	Measuring the Speed of Light	632
22-5	Energy in EM Waves	633
22-6	Momentum Transfer and Radiation Pressure	635
22-7	Radio and Television; Wireless Communication	636
	Questions, MisConceptual Questions	640
	Problems, Search and Learn	641–43

23 LIGHT: GEOMETRIC OPTICS 644

23-1	The Ray Model of Light	645
23-2	Reflection; Image Formation by a Plane Mirror	645
23-3	Formation of Images by Spherical Mirrors	649
23-4	Index of Refraction	656
23-5	Refraction: Snell's Law	657
23-6	Total Internal Reflection; Fiber Optics	659
23-7	Thin Lenses; Ray Tracing	661
23-8	The Thin Lens Equation	664
*23-9	Combinations of Lenses	668
*23-10	Lensmaker's Equation	670
	Questions, MisConceptual Questions	671–73
	Problems, Search and Learn	673–78



24 THE WAVE NATURE OF LIGHT 679

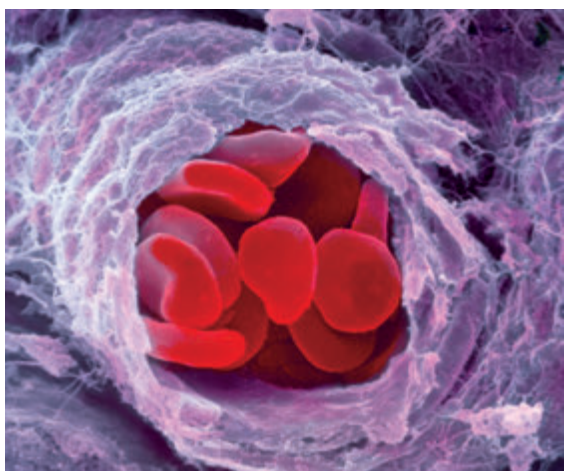
24-1	Waves vs. Particles; Huygens' Principle and Diffraction	680
*24-2	Huygens' Principle and the Law of Refraction	681
24-3	Interference—Young's Double-Slit Experiment	682
24-4	The Visible Spectrum and Dispersion	685
24-5	Diffraction by a Single Slit or Disk	687
24-6	Diffraction Grating	690
24-7	The Spectrometer and Spectroscopy	692
24-8	Interference in Thin Films	693
*24-9	Michelson Interferometer	698
24-10	Polarization	699
*24-11	Liquid Crystal Displays (LCD)	703
*24-12	Scattering of Light by the Atmosphere	704
	Questions, MisConceptual Questions	705–7
	Problems, Search and Learn	707–12

25 OPTICAL INSTRUMENTS 713

25-1	Cameras: Film and Digital	713
25-2	The Human Eye; Corrective Lenses	719
25-3	Magnifying Glass	722
25-4	Telescopes	723
25-5	Compound Microscope	726
25-6	Aberrations of Lenses and Mirrors	727
25-7	Limits of Resolution; Circular Apertures	728
25-8	Resolution of Telescopes and Microscopes; the λ Limit	730
25-9	Resolution of the Human Eye and Useful Magnification	732
*25-10	Specialty Microscopes and Contrast	733
25-11	X-Rays and X-Ray Diffraction	733
*25-12	X-Ray Imaging and Computed Tomography (CT Scan)	735
	Questions, MisConceptual Questions	738–39
	Problems, Search and Learn	740–43

26 THE SPECIAL THEORY OF RELATIVITY 744

- 26-1 Galilean–Newtonian Relativity 745
- 26-2 Postulates of the Special Theory of Relativity 748
- 26-3 Simultaneity 749
- 26-4 Time Dilation and the Twin Paradox 750
- 26-5 Length Contraction 756
- 26-6 Four-Dimensional Space–Time 758
- 26-7 Relativistic Momentum 759
- 26-8 The Ultimate Speed 760
- 26-9 $E = mc^2$; Mass and Energy 760
- 26-10 Relativistic Addition of Velocities 764
- 26-11 The Impact of Special Relativity 765
- Questions, MisConceptual Questions 766–67
- Problems, Search and Learn 767–70



27 EARLY QUANTUM THEORY AND MODELS OF THE ATOM 771

- 27-1 Discovery and Properties of the Electron 772
- 27-2 Blackbody Radiation; Planck's Quantum Hypothesis 774
- 27-3 Photon Theory of Light and the Photoelectric Effect 775
- 27-4 Energy, Mass, and Momentum of a Photon 779
- *27-5 Compton Effect 780
- 27-6 Photon Interactions; Pair Production 781
- 27-7 Wave–Particle Duality; the Principle of Complementarity 782
- 27-8 Wave Nature of Matter 782
- 27-9 Electron Microscopes 785
- 27-10 Early Models of the Atom 786
- 27-11 Atomic Spectra: Key to the Structure of the Atom 787
- 27-12 The Bohr Model 789
- 27-13 de Broglie's Hypothesis Applied to Atoms 795
- Questions, MisConceptual Questions 797–98
- Problems, Search and Learn 799–802

28 QUANTUM MECHANICS OF ATOMS 803

- 28-1 Quantum Mechanics—A New Theory 804
- 28-2 The Wave Function and Its Interpretation; the Double-Slit Experiment 804
- 28-3 The Heisenberg Uncertainty Principle 806
- 28-4 Philosophic Implications; Probability versus Determinism 810
- 28-5 Quantum-Mechanical View of Atoms 811
- 28-6 Quantum Mechanics of the Hydrogen Atom; Quantum Numbers 812
- 28-7 Multielectron Atoms; the Exclusion Principle 815
- 28-8 The Periodic Table of Elements 816
- *28-9 X-Ray Spectra and Atomic Number 817
- *28-10 Fluorescence and Phosphorescence 820
- 28-11 Lasers 820
- *28-12 Holography 823
- Questions, MisConceptual Questions 825–26
- Problems, Search and Learn 826–28

29 MOLECULES AND SOLIDS 829

- *29-1 Bonding in Molecules 829
- *29-2 Potential-Energy Diagrams for Molecules 832
- *29-3 Weak (van der Waals) Bonds 834
- *29-4 Molecular Spectra 837
- *29-5 Bonding in Solids 840
- *29-6 Free-Electron Theory of Metals; Fermi Energy 841
- *29-7 Band Theory of Solids 842
- *29-8 Semiconductors and Doping 844
- *29-9 Semiconductor Diodes, LEDs, OLEDs 845
- *29-10 Transistors: Bipolar and MOSFETs 850
- *29-11 Integrated Circuits, 22-nm Technology 851
- Questions, MisConceptual Questions 852–53
- Problems, Search and Learn 854–56

30 NUCLEAR PHYSICS AND RADIOACTIVITY 857

- 30-1 Structure and Properties of the Nucleus 858
- 30-2 Binding Energy and Nuclear Forces 860
- 30-3 Radioactivity 863
- 30-4 Alpha Decay 864
- 30-5 Beta Decay 866
- 30-6 Gamma Decay 868
- 30-7 Conservation of Nucleon Number and Other Conservation Laws 869
- 30-8 Half-Life and Rate of Decay 869
- 30-9 Calculations Involving Decay Rates and Half-Life 872
- 30-10 Decay Series 873
- 30-11 Radioactive Dating 874
- *30-12 Stability and Tunneling 876
- 30-13 Detection of Particles 877
- Questions, MisConceptual Questions 879–81
- Problems, Search and Learn 881–84

31 NUCLEAR ENERGY; EFFECTS AND USES OF RADIATION 885

- 31-1 Nuclear Reactions and the Transmutation of Elements 885
- 31-2 Nuclear Fission; Nuclear Reactors 889
- 31-3 Nuclear Fusion 894
- 31-4 Passage of Radiation Through Matter; Biological Damage 898
- 31-5 Measurement of Radiation—Dosimetry 899
- *31-6 Radiation Therapy 903
- *31-7 Tracers in Research and Medicine 904
- *31-8 Emission Tomography: PET and SPECT 905
- 31-9 Nuclear Magnetic Resonance (NMR) and Magnetic Resonance Imaging (MRI) 906
Questions, MisConceptual Questions 909–10
Problems, Search and Learn 911–14

32 ELEMENTARY PARTICLES 915

- 32-1 High-Energy Particles and Accelerators 916
- 32-2 Beginnings of Elementary Particle Physics—Particle Exchange 922
- 32-3 Particles and Antiparticles 924
- 32-4 Particle Interactions and Conservation Laws 926
- 32-5 Neutrinos 928
- 32-6 Particle Classification 930
- 32-7 Particle Stability and Resonances 932
- 32-8 Strangeness? Charm? Towards a New Model 932
- 32-9 Quarks 933
- 32-10 The Standard Model: QCD and Electroweak Theory 936
- 32-11 Grand Unified Theories 939
- 32-12 Strings and Supersymmetry 942
Questions, MisConceptual Questions 943–44
Problems, Search and Learn 944–46



33 ASTROPHYSICS AND COSMOLOGY 947

- 33-1 Stars and Galaxies 948
- 33-2 Stellar Evolution: Birth and Death of Stars, Nucleosynthesis 951
- 33-3 Distance Measurements 957
- 33-4 General Relativity: Gravity and the Curvature of Space 959
- 33-5 The Expanding Universe: Redshift and Hubble's Law 964
- 33-6 The Big Bang and the Cosmic Microwave Background 967
- 33-7 The Standard Cosmological Model: Early History of the Universe 970
- 33-8 Inflation: Explaining Flatness, Uniformity, and Structure 973
- 33-9 Dark Matter and Dark Energy 975
- 33-10 Large-Scale Structure of the Universe 977
- 33-11 Finally . . . 978
Questions, MisConceptual Questions 980–81
Problems, Search and Learn 981–83

APPENDICES

A	Mathematical Review	A-1
A-1	Relationships, Proportionality, and Equations	A-1
A-2	Exponents	A-2
A-3	Powers of 10, or Exponential Notation	A-3
A-4	Algebra	A-3
A-5	The Binomial Expansion	A-6
A-6	Plane Geometry	A-7
A-7	Trigonometric Functions and Identities	A-8
A-8	Logarithms	A-10
B	Selected Isotopes	A-12
C	Rotating Frames of Reference; Inertial Forces; Coriolis Effect	A-16
D	Molar Specific Heats for Gases, and the Equipartition of Energy	A-19
E	Galilean and Lorentz Transformations	A-22
	Answers to Odd-Numbered Problems	A-27
	Index	A-43
	Photo Credits	A-69
	Useful Data, Conversion Factors, and Math Formulas	A-72

Applications to Biology and Medicine (Selected)

Chapter 4		Humidity and comfort	380	Chapter 24	
How we walk	82	Diffusion in living organisms	383	Spectroscopic analysis	693
Chapter 5		Chapter 14		Chapter 25	
Weightlessness	124–25	Working off Calories	392	Human eye	719
Chapter 6		Convection by blood	402	Corrective lenses	719–21
Cardiac treadmill	168	Human radiative heat loss	404	Contact lenses	721
Chapter 7		Room comfort and metabolism	404	Seeing under water	721
Body parts, center of mass	186–87	Medical thermography	405	Light microscopes	726
Impulse, don't break a leg	193	Chapter 15		Resolution of eye	730, 732
Chapter 8		Energy in the human body	418–19	X-ray diffraction in biology	735
Bird of prey	200	Biological evolution, development	430–31	Medical imaging: X-rays, CT	735–37
Centrifuge	204, 222	Trees offset CO ₂ emission	442	Cones in fovea	740
Torque with muscles	207, 223	Chapter 16		Chapter 27	
Chapter 9		Cells: electric forces, kinetic theory	460–62	Electron microscope images:	
Teeth straightening	231	DNA structure, replication	460–61	blood vessel, blood clot,	
Forces in muscles and joints	238–39, 255	Chapter 17		retina, viruses	771, 785–86
Human body stability	240	Heart-beat scan (ECG or EKG)	473	Photosynthesis	779
Leg stress in fall	259	Dipoles in molecular biology	482	Measuring bone density	780
Chapter 10		Capacitor burn or shock	487	Chapter 28	
Pressure in cells	264	Heart defibrillator	487, 559	Laser surgery	823
Blood flow	274, 278, 280	Electrocardiogram (ECG)	493	Chapter 29	
Blood loss to brain, TIA	278	Chapter 18		Cell energy—ATP	833–34
Underground animals, air circulation	278	Electrical conduction in the human		Weak bonds in cells, DNA	834–35
Blood flow and heart disease	280	nervous system	517–19	Protein synthesis	836–37
Walking on water (insect)	281	Chapter 19		Pulse oximeter	848
Heart as a pump	282	Blood sugar phone app	526	Chapter 31	
Blood pressure	283	Pacemaker, ventricular fibrillation	543	Biological radiation damage	899
Blood transfusion	288	Electric shock, grounding	544–45	Radiation dosimetry	899–903
Chapter 11		Chapter 20		Radon	901
Spider web	298	Blood flow rate	584	Radiation exposure; film badge	901
Echolocation by animals	309	Electromagnetic pump	589	Radiation sickness	901
Chapter 12		Chapter 21		Radon exposure calculation	902–3
Ear and hearing range	331, 334–35	EM blood-flow measurement	596	Radiation therapy	903
Doppler, blood speed; bat		Ground fault interrupter (GFCI)	607	Proton therapy	904
position	347, 358	Pacemaker	608	Tracers in medicine and biology	904–5
Ultrasound medical imaging	350–51	Chapter 22		Medical imaging: PET, SPECT	905–6
Chapter 13		Optical tweezers	636	NMR and MRI	906–8
Life under ice	366–67	Chapter 23		Radiation and thyroid	912
Molecules in a breath	373	Medical endoscopes	660	Chapter 32	
Evaporation cools	379, 400			Linacs and tumor irradiation	920

Applications to Other Fields and Everyday Life (Selected)

Chapter 1		Determining the Sun's mass	127	Chapter 8	
The 8000-m peaks	11	Moon's orbit, phases, periods, diagram	129	Rotating carnival rides	198, 201, 202
Estimating volume of a lake	13	Simulated gravity	130, 132	Bicycle	205, 227, 229
Height by triangulation	14	Near-Earth orbit	134	Rotating skaters, divers	216
Measuring Earth's radius	15	Comets	135	Neutron star collapse	217
Chapter 2		Asteroids, moons	135, 136, 196, 228	Strange spinning bike wheel	218
Braking distances	32	Rings of Saturn, galaxy	136	Tightrope walker	220
Rapid transit	47	GPS, Milky Way	136	Hard drive	222
Chapter 3		Chapter 6		Total solar eclipses	229
Sports	49, 58, 67, 68, 69, 73, 74	Work done on a baseball, skiing	138	Chapter 9	
Kicked football	62, 64	Car stopping distance $\propto v^2$	145	Tragic collapse	231, 246
Chapter 4		Roller coaster	152, 158	Lever's mechanical advantage	233
Rocket acceleration	82	Pole vault, high jump	153, 165	Cantilever	235
What force accelerates car?	82	Stair-climbing power output	159	Architecture: columns, arches,	
Elevator and counterweight	91	Horsepower, car needs	159–61	domes	243, 246–49
Mechanical advantage of pulley	92	Lever	164	Fracture	245–46
Skiing	97, 100, 138	Spiderman	167	Concrete, prestressed	246
Bear sling	100, 252	Chapter 7		Tower crane	252
City planning, cars on hills	105	Billiards	170, 179, 183	Chapter 10	
Chapter 5		Tennis serve	172, 176	Glaciers	260
Not skidding on a curve	116	Rocket propulsion	175, 188–89	Hydraulic lift, brakes, press	265, 286
Antilock brakes	116	Rifle recoil	176	Hydrometer	271
Banked highways	117	Nuclear collisions	180, 182	Continental drift, plate tectonics	272
Artificial Earth satellites	122–23, 134	Ballistic pendulum	181	Helium balloon lift	272
Free fall in athletics	125	High jump	187	Airplane wings, dynamic lift	277
Planets	125–28, 134, 137, 189, 197, 228	Distant planets discovered	189	Sailing against the wind	277
				Baseball curve	278

Smoke up a chimney	278	Digital compression	489	Magnifying and wide-view mirrors	649, 655, 656
Surface tension, capillarity	280–82	CRT, TV and computer monitors	490	Where you can see <i>yourself</i> in a concave mirror	654
Pumps	282	Flat screens, addressing pixels	491–92	Optical illusions	657
Siphon	284, 290	Digital TV, matrix, refresh rate	491–92	Apparent depth in water	658
Hurricane	287	Oscilloscope	492	Fiber optics in telecommunications	660
Reynolds number	288	Photocell	499	Where you can <i>see</i> a lens image	663
Chapter 11		Lightning bolt (Pr90, S&L3)	499, 500	Chapter 24	
Car springs	295	Chapter 18		Soap bubbles and oil films	679, 693, 696–97
Unwanted floor vibrations	299	Electric cars	504	Mirages	682
Pendulum clock	302	Resistance thermometer	510	Rainbows and diamonds	686
Car shock absorbers, building dampers	303	Heating element	510	Colors underwater	687
Child on a swing	304	Why bulbs burn out at turn on	511	Spectroscopy	692–93
Shattering glass via resonance	304	Lightning bolt	512	Colors in thin soap film, details	696–97
Resonant bridge collapse	304	Household circuits	512–13	Lens coatings	697–98
Tsunami	306, 327	Fuses, circuit breakers, shorts	512–13	Polaroids, sunglasses	699–700
Earthquake waves	309, 311, 318, 324	Extension cord danger	513	LCDs—liquid crystal displays	703–4
Chapter 12		Hair dryer	515	Sky color, cloud color, sunsets	704
Count distance from lightning	329	Superconductors	517	Chapter 25	
Autofocus camera	330	Halogen incandescent lamp	525	Cameras, digital and film; lenses	713–18
Loudspeaker response	332	Strain gauge	525	Pixel arrays, digital artifacts	714
Musical scale	335	Chapter 19		Pixels, resolution, sharpness	717–18
Stringed instruments	336–37	Car battery charging	536–37	Magnifying glass	713, 722–23
Wind instruments	337–40	Jump start safety	537	Telescopes	723–25, 730, 731
Tuning with beats	343	RC applications: flashers, wipers	542–43	Microscopes	726–27, 730, 731
Doppler: speed, weather forecasting	347–48	Electric safety	543–45	Telescope and microscope resolution, the λ rule	730–32
Sonic boom, sound barrier	349	Proper grounding, plugs	544–45	Radiotelescopes	731
Sonar: depth finding, Earth soundings	349	Leakage current	545	Specialty microscopes	733
Chapter 13		Downed power lines	545	X-ray diffraction	733–35
Hot-air balloon	359	Meters, analog and digital	546–48	Chapter 26	
Expansion joints	361, 365, 367	Meter connection, corrections	547–48	Space travel	754
Opening a tight lid	365	Potentiometers and bridges	556, 559	Global positioning system (GPS)	755
Gas tank overflow	366	Car battery corrosion	558	Chapter 27	
Mass (and weight) of air in a room	371	Digital-to-analog converter	559	Photocells, photodiodes	776, 778
Cold and hot tire pressure	372	Chapter 20		Electron microscopes	785–86
Temperature dependent chemistry	377	Declination, compass	562	Chapter 28	
Humidity and weather	381	Aurora borealis	569	Neon tubes	803
Thermostat	384	Solenoids and electromagnets	572–73	Fluorescence and phosphorescence	820
Pressure cooker	388	Solenoid switch: car starter, doorbell	573	Lasers and their uses	820–23
Chapter 14		Magnetic circuit breaker	573	DVD, CD, bar codes	822–23
Effects of water's high specific heat	393	Motors, loudspeakers	576–77	Holography	823–24
Thermal windows	401	Mass spectrometer	578	Chapter 29	
How clothes insulate	401, 403	Relay	582	Integrated circuits (chips), 22-nm technology	829, 851
R-values of thermal insulation	402	Chapter 21		Semiconductor diodes, transistors	845–50
Convective home heating	402	Generators, alternators	597–99	Solar cells	847
Astronomy—size of a star	406	Motor overload	599–600	LEDs	847–48
Loft of goose down	407	Magnetic damping	600, 618	Diode lasers	848
Chapter 15		Airport metal detector	601	OLEDs	849–50
Steam engine	420–21	Transformers, power transmission	601–4	Transistors	850–51
Internal combustion engine	421	Cell phone charger	602	Chapter 30	
Refrigerators	425–26	Car ignition	602	Smoke detectors	866
Air conditioners, heat pump	426–27	Electric power transmission	603–4	Carbon-14 dating	874–75
SEER rating	427	Power transfer by induction	604	Archeological, geological dating	875, 876, 882, 883
Thermal pollution, global warming	434	Information storage	604–6	Oldest Earth rocks and earliest life	876
Energy resources	435	Hard drives, tape, DVD	604–5	Chapter 31	
Chapter 16		Computer DRAM, flash	605–6	Nuclear reactors and power	891–93
Static electricity	443, 444	Microphone, credit card swipe	606	Manhattan Project	893–94
Photocopy machines	454, 462	Seismograph	607	Fusion energy reactors	896–98
Electrical shielding, safety	459	Ground fault interrupter (GFCI)	607	Radon gas pollution	901
Laser printers and inkjet printers	463	Capacitors as filters	613	Chapter 32	
Chapter 17		Loudspeaker cross-over	613	Antimatter	925–26, 941
Capacitor uses in backups, surge protectors, memory	482, 484	Shielded cable	617	Chapter 33	
Very high capacitance	484	Sort recycled waste	618	Stars and galaxies	947, 948–51
Condenser microphone	484	Chapter 22		Black holes	956, 962–63
Computer key	484	TV from the Moon	625, 639	Big Bang	966, 967–70
Camera flash	486–87	Coaxial cable	631	Evolution of universe	970–73
Signal and supply voltages	488	Phone call time lag	632	Dark matter and dark energy	975–77
Digital, analog, bits, bytes	488–89	Solar sail	636		
Digital coding	488–89	Wireless: TV and radio	636–38		
Analog-to-digital converter	489, 559	Satellite dish	638		
Sampling rate	488–89	Cell phones, remotes	639		
		Chapter 23			
		How tall a mirror do you need	648		

Preface

What's New?

Lots! Much is new and unseen before. Here are the big four:

1. **Multiple-choice Questions** added to the end of each Chapter. They are not the usual type. These are called **MisConceptual Questions** because the responses (*a, b, c, d*, etc.) are intended to include common student misconceptions. Thus they are as much, or more, a learning experience than simply a testing experience.
2. **Search and Learn Problems** at the very end of each Chapter, after the other Problems. Some are pretty hard, others are fairly easy. They are intended to encourage students to go back and reread some part or parts of the text, and in this search for an answer they will hopefully learn more—if only because they have to read some material again.
3. **Chapter-Opening Questions (COQ)** that start each Chapter, a sort of “stimulant.” Each is multiple choice, with responses including common misconceptions—to get preconceived notions out on the table right at the start. Where the relevant material is covered in the text, students find an Exercise asking them to return to the COQ to rethink and answer again.
4. **Digital.** Biggest of all. Crucial new applications. Today we are surrounded by digital electronics. How does it work? If you try to find out, say on the Internet, you won't find much physics: you may find shallow hand-waving with no real content, or some heavy jargon whose basis might take months or years to understand. So, for the first time, I have tried to explain
 - The basis of digital in bits and bytes, how analog gets transformed into digital, sampling rate, bit depth, quantization error, compression, noise (Section 17–10).
 - How digital TV works, including how each pixel is addressed for each frame, data stream, refresh rate (Section 17–11).
 - Semiconductor computer memory, DRAM, and flash (Section 21–8).
 - Digital cameras and sensors—revised and expanded Section 25–1.
 - New semiconductor physics, some of which is used in digital devices, including LED and OLED—how they work and what their uses are—plus more on transistors (MOSFET), chips, and technology generation as in 22-nm technology (Sections 29–9, 10, 11).

Besides those above, this new seventh edition includes

5. ***New topics, new applications, principal revisions.***
 - *You* can measure the Earth's radius (Section 1–7).
 - Improved graphical analysis of linear motion (Section 2–8).
 - Planets (how first seen), heliocentric, geocentric (Section 5–8).
 - The Moon's orbit around the Earth: its phases and periods with diagram (Section 5–9).
 - Explanation of lake level change when large rock thrown from boat (Example 10–11).

- Biology and medicine, including:
 - Blood measurements (flow, sugar)—Chapters 10, 12, 14, 19, 20, 21;
 - Trees help offset CO₂ buildup—Chapter 15;
 - Pulse oximeter—Chapter 29;
 - Proton therapy—Chapter 31;
 - Radon exposure calculation—Chapter 31;
 - Cell phone use and brain—Chapter 31.
 - Colors as seen underwater (Section 24–4).
 - Soap film sequence of colors explained (Section 24–8).
 - Solar sails (Section 22–6).
 - Lots on sports.
 - Symmetry—more emphasis and using italics or boldface to make visible.
 - Flat screens (Sections 17–11, 24–11).
 - Free-electron theory of metals, Fermi gas, Fermi level. New Section 29–6.
 - Semiconductor devices—new details on diodes, LEDs, OLEDs, solar cells, compound semiconductors, diode lasers, MOSFET transistors, chips, 22-nm technology (Sections 29–9, 10, 11).
 - Cross section (Chapter 31).
 - Length of an object is a script ℓ rather than normal l , which looks like 1 or I (moment of inertia, current), as in $F = \ell B$. Capital L is for angular momentum, latent heat, inductance, dimensions of length [L].
6. **New photographs** taken by students and educators (we asked).
 7. **Page layout:** More than in previous editions, serious attention to how each page is formatted. Important derivations and Examples are on facing pages: no turning a page back in the middle of a derivation or Example. Throughout, students see, on two facing pages, an important slice of physics.
 8. **Greater clarity:** No topic, no paragraph in this book was overlooked in the search to improve the clarity and conciseness of the presentation. Phrases and sentences that may slow down the principal argument have been eliminated: keep to the essentials at first, give the elaborations later.
 9. Much use has been made of physics education research. See the new powerful pedagogic features listed first.
 10. **Examples modified:** More math steps are spelled out, and many new Examples added. About 10% of all Examples are Estimation Examples.
 11. **This Book is Shorter** than other textbooks at this level. Shorter explanations are easier to understand and more likely to be read.
 12. **Cosmological Revolution:** With generous help from top experts in the field, readers have the latest results.

See the World through Eyes that Know Physics

I was motivated from the beginning to write a textbook different from the others which present physics as a sequence of facts, like a catalog: “Here are the facts and you better learn them.” Instead of beginning formally and dogmatically, I have sought to begin each topic with concrete observations and experiences students can relate to: start with specifics, and after go to the great generalizations and the more formal aspects of a topic, showing *why* we believe what we believe. This approach reflects how science is actually practiced.

The ultimate aim is to give students a thorough understanding of the basic concepts of physics in all its aspects, from mechanics to modern physics. A second objective is to show students how useful physics is in their own everyday lives and in their future professions by means of interesting applications to biology, medicine, architecture, and more.

Also, much effort has gone into techniques and approaches for solving problems: worked-out Examples, Problem Solving sections (Sections 2–6, 3–6, 4–7, 4–8, 6–7, 6–9, 8–6, 9–2, 13–7, 14–4, and 16–6), and Problem Solving Strategies (pages 30, 57, 60, 88, 115, 141, 158, 184, 211, 234, 399, 436, 456, 534, 568, 594, 655, 666, and 697).

This textbook is especially suited for students taking the AP[®] Physics 1 or AP[®] Physics 2 course that uses algebra and trigonometry but not calculus.[†] Physics is everywhere around us in the everyday world. It is the goal of this book to help students “see the world through eyes that know physics.”

A major effort has been made to not throw too much material at students reading the first few chapters. The basics have to be learned first. Many aspects can come later, when students are less overloaded and more prepared. If we don’t overwhelm students with too much detail, especially at the start, maybe they can find physics interesting, fun, and helpful—and those who were afraid may lose their fear.

Chapter 1 is *not* a throwaway. It is fundamental to physics to realize that every measurement has an *uncertainty*, and how significant figures are used. Converting units and being able to make rapid *estimates* are also basic.

Mathematics can be an obstacle to students. I have aimed at including all steps in a derivation. Important mathematical tools, such as addition of vectors and trigonometry, are incorporated in the text where first needed, so they come with a context rather than in a scary introductory Chapter. Appendices contain a review of algebra and geometry (plus a few advanced topics).

Color is used pedagogically to bring out the physics. Different types of vectors are given different colors (see the chart on page xviii).

[†]It is fine to take a calculus course. But mixing calculus with physics for these students may often mean not learning the physics because of stumbling over the calculus.

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He has taught a wide range of undergraduate courses, traditional as well as innovative ones, and continues to update his textbooks meticulously, seeking ways to better provide an understanding of physics for students.

Doug's favorite spare-time activity is the outdoors, especially climbing peaks. He says climbing peaks is like learning physics: it takes effort and the rewards are great.



To Students

HOW TO STUDY
















1. Read the Chapter. Learn new vocabulary and notation. Try to respond to questions and exercises as they occur.
2. Listen. Take notes, especially about aspects you do not remember seeing in the book. Ask questions (everyone wants to, but maybe you will have the courage). You will get more out of class if you read the Chapter first.
3. Read the Chapter again, paying attention to details. Follow derivations and worked-out Examples. Absorb their logic. Answer Exercises and as many of the end-of-Chapter Questions as you can, and all MisConceptual Questions.
4. Solve at least 10 to 20 end of Chapter Problems, especially those assigned. In doing Problems you find out what you learned and what you didn't. Discuss them with other students. Problem solving is one of the great learning tools. Don't just look for a formula—it might be the wrong one.

NOTES ON THE FORMAT AND PROBLEM SOLVING




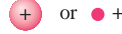
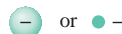
1. Sections marked with a star (*) are considered **optional**. They can be omitted without interrupting the main flow of topics. No later material depends on them except possibly later starred Sections. They may be fun to read, though.
2. The customary **conventions** are used: symbols for quantities (such as m for mass) are italicized, whereas units (such as m for meter) are not italicized. Symbols for vectors are shown in boldface with a small arrow above: \vec{F} .
3. Few equations are valid in all situations. Where practical, the **limitations** of important equations are stated in square brackets next to the equation. The equations that represent the great laws of physics are displayed with a tan background, as are a few other indispensable equations.
4. At the end of each Chapter is a set of **Questions** you should try to answer. Attempt all the multiple-choice **MisConceptual Questions**. Most important are **Problems** which are ranked as Level I, II, or III, according to estimated difficulty. Level I Problems are easiest, Level II are standard Problems, and Level III are “challenge problems.” These ranked Problems are arranged by Section, but Problems for a given Section may depend on earlier material too. There follows a group of **General Problems**, not arranged by Section or ranked. Problems that relate to optional Sections are starred (*). Answers to odd-numbered Problems are given at the end of the book. **Search and Learn Problems** at the end are meant to encourage you to return to parts of the text to find needed detail, and at the same time help you to learn.
5. Being able to solve **Problems** is a crucial part of learning physics, and provides a powerful means for understanding the concepts and principles. This book contains many aids to problem solving: (a) worked-out **Examples**, including an Approach and Solution, which should be studied as an integral part of the text; (b) some of the worked-out Examples are **Estimation Examples**, which show how rough or approximate results can be obtained even if the given data are sparse (see Section 1–7); (c) **Problem Solving Strategies** placed throughout the text to suggest a step-by-step approach to problem solving for a particular topic—but remember that the basics remain the same; most of these “Strategies” are followed by an Example that is solved by explicitly following the suggested steps; (d) special problem-solving Sections; (e) “Problem Solving” marginal notes which refer to hints within the text for solving Problems; (f) **Exercises** within the text that you should work out immediately, and then check your response against the answer given at the bottom of the last page of that Chapter; (g) the Problems themselves at the end of each Chapter (point 4 above).
6. **Conceptual Examples** pose a question which hopefully starts you to think and come up with a response. Give yourself a little time to come up with your own response before reading the Response given.
7. **Math** review, plus additional topics, are found in Appendices. Useful **data**, **conversion factors**, and math **formulas** are found on page A-72.

USE OF COLOR







Vectors

A general vector	
resultant vector (sum) is slightly thicker	
components of any vector are dashed	
Displacement (\vec{D} , \vec{r})	
Velocity (\vec{v})	
Acceleration (\vec{a})	
Force (\vec{F})	
Force on second object	
or third object in same figure	
Momentum (\vec{p} or $m\vec{v}$)	
Angular momentum (\vec{L})	
Angular velocity ($\vec{\omega}$)	
Torque ($\vec{\tau}$)	
Electric field (\vec{E})	
Magnetic field (\vec{B})	





Electricity and magnetism

Electric field lines	
Equipotential lines	
Magnetic field lines	
Electric charge (+)	
Electric charge (-)	


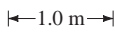
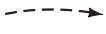

Electric circuit symbols

Wire, with switch S	
Resistor	
Capacitor	
Inductor	
Battery	
Ground	


Optics

Light rays	
Object	
Real image (dashed)	
Virtual image (dashed and paler)	

Other

Energy level (atom, etc.)	
Measurement lines	
Path of a moving object	
Direction of motion or current	

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For the Student

The following resources are available for purchase.

Student Study Guide & Selected Solutions Manual for Physics: Principles with Applications Volume 1 (Chapters 1-15)

Student Study Guide & Selected Solutions Manual for Physics: Principles with Applications Volume 2 (Chapters 16-33)

These Study Guide complements the strong pedagogy in Giancoli's text with overviews, topic summaries and exercises, key phrases and terms, self-study exams, problems for review of each chapter, and answers and solutions to selected end-of-chapter material.

Test Prep Workbook for AP® Physics 1 and AP® Physics 2

This workbook has been created to align with the College Board's new AP® Physics 1 and AP® Physics 2 Curriculum Framework. This workbook provides:

- Overview of the AP® Physics 1 and AP® Physics 2 Curriculum Framework.
- Test-taking tips, and strategies for preparing for peak performance.
- Hundreds of practice questions for mastering each type of AP exam question—with fully explained answers.

For the Teacher

Some of the teacher supplements and resources for this text are available electronically to qualified adopters on the Instructor Resource Center (IRC). Upon adoption or to preview, please go to www.pearsonschool.com/access_request and select Instructor Resource Center. You will be required to complete a brief one-time registration subject to verification of educator status. Upon verification, access information and instructions will be sent to you via email. Once logged into the IRC, enter ISBN 978-0-13-344768-2 in the "Search our Catalog" box to locate resources. Electronic teacher supplements are also available within the Instructor's tab of MasteringPhysics.

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Instructor's Solutions Manual provided online for download.

Correlation to the AP[®] Physics 1 and AP[®] Physics 2 Curriculum Framework

This chart correlates the College Board's Advanced Placement[®] Physics Curriculum Framework (effective Fall 2014) to the corresponding chapters and sections in *Physics: Principles with Applications*, AP Edition, seventh edition, by Douglas C. Giancoli.

Big Idea 1: Objects and systems have properties such as mass and charge. Systems may have internal structure.

Enduring understanding 1.A:	Chapter/Section
The internal structure of a system determines many properties of the system.	
1.A.1. A system is an object or a collection of objects. Objects are treated as having no internal structure.	4-7, 7-2, 32-6, 32-9
Phys. 1	
1.A.2. Fundamental particles have no internal structure.	27-1, 32-1, 32-6, 32-9
SP 1.1, 7.2	Phys. 2
1.A.3. Nuclei have internal structures that determine their properties.	30-1, 30-3, 30-4, 30-5, 30-6, 30-8, 30-9
Phys. 2	
1.A.4. Atoms have internal structures that determine their properties.	16-2, 27-11, 27-12, 28-8
SP 1.1, 7.1	Phys. 2
1.A.5. Systems have properties determined by the properties and interactions of their constituent atomic and molecular substructures. In AP Physics, when the properties of the constituent parts are not important in modeling the behavior of the macroscopic system, the system itself may be referred to as an <i>object</i> .	9-5, 9-6, 10-1, 13-1, 13-11. 16-3, 29-1, 29-8
SP 1.1, 1.4, 7.1	Phys. 1, 2
Enduring Understanding 1.B:	
Electric charge is a property of an object or system that affects its interactions with other objects or systems containing charge.	
1.B.1. Electric charge is conserved. The net charge of a system is equal to the sum of the charges of all the objects in the system.	16-1, 18-1, 18-2
SP 6.4, 7.2	Phys. 1, 2
1.B.2. There are only two kinds of electric charge. Neutral objects or systems contain equal quantities of positive and negative charge, with the exception of some fundamental particles that have no electric charge.	16-1
SP 6.1, 6.2, 6.4, 7.2	Phys. 1, 2
1.B.3. The smallest observed unit of charge that can be isolated is the electron charge, also known as the elementary charge.	16-2, 27-1
SP 1.5, 6.1, 7.2	Phys. 1, 2
Enduring Understanding 1.C:	
Objects and systems have properties of inertial mass and gravitational mass that are experimentally verified to be the same and that satisfy conservation principles.	
1.C.1. Inertial mass is the property of an object or a system that determines how its motion changes when it interacts with other objects or systems.	4-3, 4-4
SP 4.2	Phys. 1
1.C.2. Gravitational mass is the property of an object or a system that determines the strength of the gravitational interaction with other objects, systems, or gravitational fields.	4-6, 5-5
Phys. 1	
1.C.3. Objects and systems have properties of inertial mass and gravitational mass that are experimentally verified to be the same and that satisfy conservation principles.	2-7, 5-7
SP 4.2	Phys. 1
1.C.4. In certain processes, mass can be converted to energy and energy can be converted to mass according to $E = mc^2$, the equation derived from the theory of special relativity.	26-11, 27-6, 30-2, 30-4, 31-2
SP 6.3	Phys. 2
Enduring Understanding 1.D:	
Classical mechanics cannot describe all properties of objects.	
1.D.1. Objects classically thought of as particles can exhibit properties of waves.	27-8, 28-1, 28-2, 32-1
SP 6.3	Phys. 2
1.D.2. Certain phenomena classically thought of as waves can exhibit properties of particles.	27-2, 27-3, 27-4
Phys. 2	
1.D.3. Properties of space and time cannot always be treated as absolute.	26-3, 26-4, 26-5, 26-6, 33-4
SP 6.3, 7.1	Phys. 2
Enduring Understanding 1.E:	
Materials have many macroscopic properties that result from the arrangement and interactions of the atoms and molecules that make up the material.	
1.E.1. Matter has a property called density.	10-2
SP 4.1, 4.2, 6.4	Phys. 2

Enduring Understanding 2.D:	Chapter/Section
2.D.1. The magnetic field exerts a force on a moving electrically charged object. That magnetic force is perpendicular to the direction of velocity of the object and to the magnetic field and is proportional to the magnitude of the charge, the magnitude of the velocity and the magnitude of the magnetic field. It also depends on the angle between the velocity, and the magnetic field vectors. Treatment is quantitative for angles of 0°, 90°, or 180° and qualitative for other angles. SP 2.2 Phys. 2	20-4, 20-11
2.D.2. The magnetic field vectors around a straight wire that carries electric current are tangent to concentric circles centered on that wire. The field has no component toward the current-carrying wire. SP 1.1 Phys. 2	20-2, 20-5
2.D.3. A magnetic dipole placed in a magnetic field, such as the ones created by a magnet or the Earth, will tend to align with the magnetic field vector. SP 1.2 Phys. 2	20-1, 20-9
2.D.4. Ferromagnetic materials contain magnetic domains that are themselves magnets. SP 1.4 Phys. 2	20-12
Enduring Understanding 2.E:	
Physicists often construct a map of isolines connecting points of equal value for some quantity related to a field and use these maps to help visualize the field.	
2.E.1. Isolines on a topographic (elevation) map describe lines of approximately equal gravitational potential energy per unit mass (gravitational equipotential). As the distance between two different isolines decreases, the steepness of the surface increases. [Contour lines on topographic maps are useful teaching tools for introducing the concept of equipotential lines. Students are encouraged to use the analogy in their answers when explaining gravitational and electrical potential and potential differences.] SP 1.4, 6.4, 7.2 Phys. 2	17-3
2.E.2. Isolines in a region where an electric field exists represent lines of equal electric potential, referred to as equipotential lines. SP 1.4, 6.4, 7.2 Phys. 2	17-3
2.E.3. The average value of the electric field in a region equals the change in electric potential across that region divided by the change in position (displacement) in the relevant direction. Phys. 2	17-2, 17-3, 17-7

Big Idea 3: The interactions of an object with other objects can be described by forces.

Enduring Understanding 3.A:	Chapter/Section
All forces share certain common characteristics when considered by observers in inertial reference frames.	
3.A.1. An observer in a particular reference frame can describe the motion of an object using such quantities as position, displacement, distance, velocity, speed, and acceleration. SP 1.5, 2.1, 2.2, 4.2, 5.1 Phys. 1	2-1, 2-2, 2-3, 2-4, 2-5, 2-6, 2-8, 3-1, 3-5, 3-6, 3-8, 5-1, 26-1
3.A.2. Forces are described by vectors. SP 1.1 Phys. 1, 2	4-1
3.A.3. A force exerted on an object is always due to the interaction of that object with another object. SP 1.4, 6.1, 6.4, 7.2 Phys. 1, 2	4-1, 4-2, 4-4, 5-2, 9-1
3.A.4. If one object exerts a force on a second object, the second object always exerts a force of equal magnitude on the first object in the opposite direction. SP 1.4, 6.2, 6.4, 7.2 Phys. 1, 2	4-5, 5-5
Enduring Understanding 3.B:	
Classically, the acceleration of an object interacting with other objects can be predicted by using $\vec{a} = \frac{\sum \vec{F}}{m}$.	
3.B.1. If an object of interest interacts with several other objects, the net force is the vector sum of the individual forces. SP 1.5, 2.2, 4.2, 5.1, 6.4, 7.2 Phys. 1, 2	4-2, 4-4, 5-2, 9-2
3.B.2. Free-body diagrams are useful tools for visualizing forces being exerted on a single object and writing the equations that represent a physical situation. SP 1.1, 1.4, 2.2 Phys. 1, 2	4-7, 4-8, 9-2
3.B.3. Restoring forces can result in oscillatory motion. When a linear restoring force is exerted on an object displaced from an equilibrium position, the object will undergo a special type of motion called simple harmonic motion. Examples should include gravitational force exerted by the Earth on a simple pendulum, mass-spring oscillator. SP 2.2, 4.2, 5.1, 6.2, 6.4, 7.2 Phys. 1	11-1, 11-2, 11-4
Enduring Understanding 3.C:	
At the macroscopic level, forces can be categorized as either long-range (action-at-a-distance) forces or contact forces.	

Enduring Understanding 3.C:	Chapter/Section
3.C.1. Gravitational force describes the interaction of one object that has mass with another object that has mass. SP 2.2 Phys. 1	5-5, 5-7, 5-8
3.C.2. Electric force results from the interaction of one object that has an electric charge with another object that has an electric charge. SP 2.2, 6.4, 7.2 Phys. 1, 2	16-5, 16-6
3.C.3. A magnetic force results from the interaction of a moving charged object or a magnet with other moving charged objects or another magnet. SP 1.4, 4.2, 5.1 Phys. 2	20-1, 20-3, 20-4, 20-6, 20-9
3.C.4. Contact forces result from the interaction of one object touching another object and they arise from interatomic electric forces. These forces include tension, friction, normal, spring (Physics 1), and buoyant (Physics 2). SP 6.1, 6.2 Phys. 1, 2	4-1, 4-6, 4-8, 5-10, 6-4, 10-3, 10-7, 11-1
Enduring Understanding 3.D: A force exerted on an object can change the momentum of the object.	
3.D.1. The change in momentum of an object is a vector in the direction of the net force exerted on the object. SP 4.1 Phys. 1	7-1
3.D.2. The change in momentum of an object occurs over a time interval. SP 2.1, 4.2, 5.1, 6.4 Phys. 1	7-3
Enduring Understanding 3.E: A force exerted on an object can change the kinetic energy of the object.	
3.E.1. The change in the kinetic energy of an object depends on the force exerted on the object and on the displacement of the object during the interval that the force is exerted. SP 1.4, 2.2, 6.4, 7.2 Phys. 1	6-1, 20-4
Enduring Understanding 3.F: A force exerted on an object can cause a torque on that object.	
3.F.1. Only the force component perpendicular to the line connecting the axis of rotation and the point of application of the force results in a torque about that axis. SP 1.4, 2.2, 2.3, 4.1, 4.2, 5.1 Phys. 1	8-4, 9-1
3.F.2. The presence of a net torque along any axis will cause a rigid system to change its rotational motion or an object to change its rotational motion about that axis. SP 4.1, 4.2, 5.1, 6.4 Phys. 1	8-1, 8-2, 8-3, 8-4, 8-5, 8-6
3.F.3. A torque exerted on an object can change the angular momentum of an object. SP 2.1, 4.1, 4.2, 5.1, 5.3, 6.4, 7.2 Phys. 1	8-8
Enduring Understanding 3.G: Certain types of forces are considered fundamental.	
3.G.1. Gravitational forces are exerted at all scales and dominate at the largest distance and mass scales. SP 7.1 Phys. 1, 2	5-10
3.G.2. Electromagnetic forces are exerted at all scales and can dominate at the human scale. SP 7.1 Phys. 2	5-10
3.G.3. The strong force is exerted at nuclear scales and dominates the interactions of nucleons. SP 7.2 Phys. 2	5-10, 30-2

Big Idea 4: Interactions between systems can result in changes in those systems.

Enduring Understanding 4.A:	Chapter/Section
The acceleration of the center of mass of a system is related to the net force exerted on the system, where $\vec{a} = \frac{\sum \vec{F}}{m}$.	
4.A.1. The linear motion of a system can be described by the displacement, velocity, and acceleration of its center of mass. SP 1.2, 1.4, 2.3, 6.4 Phys. 1	2-1, 2-2, 2-3, 5-1, 7-8, 7-10
4.A.2. The acceleration is equal to the rate of change of velocity with time, and velocity is equal to the rate of change of position with time. SP 1.4, 2.2, 5.3, 6.4 Phys. 1	2-3, 2-4, 5-1
4.A.3. Forces that systems exert on each other are due to interactions between objects in the systems. If the interacting objects are parts of the same system, there will be no change in the center-of-mass velocity of that system. SP 1.4, 2.2 Phys. 1	7-2
Enduring Understanding 4.B: Interactions with other objects or systems can change the total linear momentum of a system.	
4.B.1. The change in linear momentum for a constant-mass system is the product of the mass of the system and the change in velocity of the center of mass. SP 1.4, 2.2, 5.1 Phys. 1	7-1, 7-2

Enduring Understanding 5.C:	Chapter/Section
5.C.3. Kirchhoff's junction rule describes the conservation of electric charge in electrical circuits. Since charge is conserved, current must be conserved at each junction in the circuit. Examples should include circuits that combine resistors in series and parallel. [Physics 1: covers circuits with resistors in series, with at most one parallel branch, one battery only. Physics 2: includes capacitors in steady-state situations. For circuits with capacitors, situations should be limited to open circuit, just after circuit is closed, and a long time after the circuit is closed.] SP 1.4, 2.2, 4.1, 4.2, 5.1, 6.4, 7.2 Phys. 1, 2	19-2, 19-3
Enduring Understanding 5.D: The linear momentum of a system is conserved.	
5.D.1. In a collision between objects, linear momentum is conserved. In an elastic collision, kinetic energy is the same before and after. SP 2.1, 2.2, 3.2, 4.2, 5.1, 5.3, 6.4, 7.2 Phys. 1, 2	7-4, 7-5
5.D.2. In a collision between objects, linear momentum is conserved. In an inelastic collision, kinetic energy is not the same before and after the collision. SP 2.1, 2.2, 4.1, 4.2, 4.4, 5.1, Phys. 1, 2 5.3, 6.4, 7.2	7-4, 7-6
5.D.3. The velocity of the center of mass of the system cannot be changed by an interaction within the system. [Physics 1: includes no calculations of centers of mass; the equation is not provided until Physics 2. However, without doing calculations, Physics 1 students are expected to be able to locate the center of mass of highly symmetric mass distributions, such as a uniform rod or cube of uniform density, or two spheres of equal mass.] SP 6.4 Phys. 1, 2	7-2, 7-8, 7-9
Enduring Understanding 5.E: The angular momentum of a system is conserved.	
5.E.1. If the net external torque exerted on the system is zero, the angular momentum of the system does not change. SP 2.1, 2.2, 6.4, 7.2 Phys. 1	8-8
5.E.2. The angular momentum of a system is determined by the locations and velocities of the objects that make up the system. The rotational inertia of an object or system depends upon the distribution of mass within the object or system. Changes in the radius of a system or in the distribution of mass within the system result in changes in the system's rotational inertia, and hence in its angular velocity and linear speed for a given angular momentum. Examples should include elliptical orbits in an Earth-satellite system. Mathematical expressions for the moments of inertia will be provided where needed. Students will not be expected to know the parallel axis theorem. SP 2.2 Phys. 1	8-5, 8-6, 8-8
Enduring Understanding 5.F: Classically, the mass of a system is conserved.	
5.F.1. The continuity equation describes conservation of mass flow rate in fluids. Examples should include volume rate of flow, mass flow rate. SP 2.1, 2.2, 7.2 Phys. 2	10-8
Enduring Understanding 5.G: Nucleon number is conserved.	
5.G.1. The possible nuclear reactions are constrained by the law of conservation of nucleon number. SP 6.4 Phys. 2	30-7, 31-1, 32-2

Big Idea 6: Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

Enduring Understanding 6.A:	Chapter/Section
A wave is a traveling disturbance that transfers energy and momentum.	
6.A.1. Waves can propagate via different oscillation modes such as transverse and longitudinal. SP 1.2, 5.1, 6.2 Phys. 1, 2	11-8, 22-2, 24-10
6.A.2. For propagation, mechanical waves require a medium, while electromagnetic waves do not require a physical medium. Examples should include light traveling through a vacuum and sound not traveling through a vacuum. SP 6.4, 7.2 Phys. 1, 2	11-7, 12-1, 22-2
6.A.3. The amplitude is the maximum displacement of a wave from its equilibrium value. SP 1.4 Phys. 1	11-7
6.A.4. Classically, the energy carried by a wave depends upon and increases with amplitude. Examples should include sound waves. SP 6.4 Phys. 1	11-9, 12-1, 22-5, 24-4

Enduring Understanding 6.E:	Chapter/Section
6.E.4. The reflection of light from surfaces can be used to form images. SP 1.4, 2.2, 3.2, 4.1, 5.1, 5.2, 5.3 Phys. 2	23-2, 23-3, 25-4
6.E.5. The refraction of light as it travels from one transparent medium to another can be used to form images. SP 1.4, 2.2, 3.2, 4.1, 5.1, 5.2, 5.3 Phys. 2	23-7, 23-8, 23-9, 24-2, 25-1, 25-2, 25-3, 25-4, 25-5
Enduring Understanding 6.F: Electromagnetic radiation can be modeled as waves or as fundamental particles.	
6.F.1. Types of electromagnetic radiation are characterized by their wavelengths, and certain ranges of wavelength have been given specific names. These include (in order of increasing wavelength spanning a range from picometers to kilometers) gamma rays, x-rays, ultraviolet, visible light, infrared, microwaves, and radio waves. SP 6.4, 7.2 Phys. 2	22-3, 24-4, 25-11
6.F.2. Electromagnetic waves can transmit energy through a medium and through a vacuum. SP 1.1 Phys. 2	22-2, 22-5
6.F.3. Photons are individual energy packets of electromagnetic waves, with $E_{\text{photon}} = hf$, where h is Planck's constant and f is the frequency of the associated light wave. SP 6.4 Phys. 2	27-3
6.F.4. The nature of light requires that different models of light are most appropriate at different scales. SP 6.4, 7.1 Phys. 2	27-7
Enduring Understanding 6.G: All matter can be modeled as waves or as particles.	
6.G.1. Under certain regimes of energy or distance, matter can be modeled as a classical particle. SP 6.4, 7.1 Phys. 2	27-8
6.G.2. Under certain regimes of energy or distance, matter can be modeled as a wave. The behavior in these regimes is described by quantum mechanics. SP 6.1, 6.4 Phys. 2	27-8, 28-3

Big Idea 7: The mathematics of probability can be used to describe the behavior of complex systems and to interpret the behavior of quantum mechanical systems.

Enduring Understanding 7.A:	Chapter/Section
The properties of an ideal gas can be explained in terms of a small number of macroscopic variables including temperature and pressure.	
7.A.1. The pressure of a system determines the force that the system exerts on the walls of its container and is a measure of the average change in the momentum or impulse of the molecules colliding with the walls of the container. The pressure also exists inside the system itself, not just at the walls of the container. SP 1.4, 2.2, 6.4, 7.2 Phys. 2	13-9
7.A.2. The temperature of a system characterizes the average kinetic energy of its molecules. SP 7.1 Phys. 2	13-2, 13-9, 13-10
7.A.3. In an ideal gas, the macroscopic (average) pressure (P), temperature (T), and volume (V), are related by the equation $PV = nkT$. SP 3.2, 4.2, 5.1, 6.4, 7.2 Phys. 2	13-5, 13-6, 13-7
Enduring Understanding 7.B: The tendency of isolated systems to move toward states with higher disorder is described by probability.	
7.B.1. The approach to thermal equilibrium is a probability process. SP 6.2 Phys. 2	14-3, 14-4, 14-5
7.B.2. The second law of thermodynamics describes the change in entropy for reversible and irreversible processes. Only a qualitative treatment is considered in this course. SP 7.1 Phys. 2	15-7, 15-8, 15-10
Enduring Understanding 7.C: At the quantum scale, matter is described by a wave function, which leads to a probabilistic description of the microscopic world.	
7.C.1. The probabilistic description of matter is modeled by a wave function, which can be assigned to an object and used to describe its motion and interactions. The absolute value of the wave function is related to the probability of finding a particle in some spatial region. (Qualitative treatment only, using graphical analysis.) SP 1.4 Phys. 2	28-2
7.C.2. The allowed states for an electron in an atom can be calculated from the wave model of an electron. SP 1.4 Phys. 2	27-13, 28-5, 28-6
7.C.3. The spontaneous radioactive decay of an individual nucleus is described by probability. SP 6.4 Phys. 2	30-8, 30-9
7.C.4. Photon emission and absorption processes are described by probability. SP 1.1, 1.2 Phys. 2	28-10, 28-11