

WHAT YEAR DO YOU TAKE PHYSICS

NAVIGATING THE TIMELINE: WHAT YEAR DO YOU TAKE PHYSICS?

WHAT YEAR DO YOU TAKE PHYSICS IS A QUESTION THAT ECHOES THROUGH THE HALLS OF EDUCATIONAL INSTITUTIONS WORLDWIDE, SPARKING CURIOSITY AND SOMETIMES EVEN A TOUCH OF ANXIETY FOR STUDENTS PLANNING THEIR ACADEMIC JOURNEYS. THE PRECISE TIMING OF WHEN THIS FUNDAMENTAL SCIENCE ENTERS A STUDENT'S CURRICULUM CAN VARY SIGNIFICANTLY, INFLUENCED BY EDUCATIONAL SYSTEMS, SCHOOL STRUCTURES, AND INDIVIDUAL LEARNING PATHWAYS. WHETHER YOU'RE A MIDDLE SCHOOLER CHARTING A COURSE FOR HIGH SCHOOL, A HIGH SCHOOL STUDENT SELECTING ELECTIVES, OR A PARENT GUIDING YOUR CHILD, UNDERSTANDING THIS TIMELINE IS CRUCIAL FOR EFFECTIVE PLANNING AND PREPARATION. THIS ARTICLE WILL DELVE INTO THE TYPICAL PLACEMENT OF PHYSICS COURSES ACROSS DIFFERENT EDUCATIONAL LEVELS, EXPLORE COMMON VARIATIONS, AND OFFER INSIGHTS INTO WHY UNDERSTANDING THIS SEQUENCING MATTERS. WE'LL UNCOVER THE GENERAL TRENDS FOR WHEN STUDENTS ENCOUNTER THIS FASCINATING SUBJECT, FROM INTRODUCTORY EXPLORATIONS TO MORE ADVANCED STUDIES.

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COMMON PLACEMENT OF PHYSICS IN HIGH SCHOOL

FOR MANY STUDENTS, HIGH SCHOOL SERVES AS THE PRIMARY INTRODUCTION TO FORMAL PHYSICS EDUCATION, AND THE TIMING OFTEN FALLS WITHIN THE LATER YEARS OF THIS CRUCIAL DEVELOPMENTAL STAGE. THIS STRATEGIC PLACEMENT ALLOWS STUDENTS TO BUILD A SOLID FOUNDATION IN MATHEMATICS, WHICH IS INDISPENSABLE FOR GRASPING THE ABSTRACT PRINCIPLES AND COMPLEX CALCULATIONS INHERENT IN PHYSICS. WITHOUT A STRONG GRASP OF ALGEBRA, GEOMETRY, AND EVENTUALLY TRIGONOMETRY OR EVEN CALCULUS, MANY PHYSICS CONCEPTS CAN SEEM OVERWHELMINGLY ABSTRACT AND DIFFICULT TO APPLY.

PHYSICS AS A JUNIOR OR SENIOR YEAR SUBJECT

IN A SIGNIFICANT NUMBER OF HIGH SCHOOL CURRICULA, PHYSICS IS TYPICALLY OFFERED AS A COURSE TO BE TAKEN DURING THE JUNIOR (11TH GRADE) OR SENIOR (12TH GRADE) YEAR. THIS ISN'T A HARD AND FAST RULE, BUT IT'S A VERY COMMON PRACTICE. THE REASONING BEHIND THIS IS MULTI-FACETED. FIRSTLY, AS MENTIONED, IT ALIGNS WITH THE PROGRESSION OF MATHEMATICAL SKILLS. BY JUNIOR OR SENIOR YEAR, STUDENTS HAVE USUALLY COMPLETED FOUNDATIONAL MATH COURSES LIKE ALGEBRA I AND GEOMETRY, AND MANY ARE CONCURRENTLY TAKING ALGEBRA II OR PRE-CALCULUS. THESE MATHEMATICAL TOOLS ARE THE LANGUAGE THROUGH WHICH PHYSICS IS EXPRESSED.

SECONDLY, BY PLACING PHYSICS LATER IN THEIR HIGH SCHOOL CAREERS, EDUCATORS ENSURE THAT STUDENTS HAVE DEVELOPED A CERTAIN LEVEL OF MATURITY AND ANALYTICAL THINKING. PHYSICS DEMANDS A CAPACITY FOR ABSTRACT REASONING, PROBLEM-SOLVING, AND THE ABILITY TO CONNECT THEORETICAL CONCEPTS TO REAL-WORLD PHENOMENA. THESE COGNITIVE SKILLS ARE GENERALLY MORE DEVELOPED IN OLDER HIGH SCHOOL STUDENTS. FURTHERMORE, MANY STUDENTS AT THIS STAGE ARE BEGINNING TO CONSIDER THEIR POST-SECONDARY OPTIONS, WHETHER THAT'S COLLEGE, VOCATIONAL TRAINING, OR DIRECTLY ENTERING THE WORKFORCE. HAVING A PHYSICS BACKGROUND CAN BE PARTICULARLY BENEFICIAL FOR THOSE ASPIRING TO STEM FIELDS, ENGINEERING, OR EVEN MEDICINE, MAKING IT A RELEVANT AND TIMELY COURSE.

INTRODUCTORY VS. ADVANCED PHYSICS COURSES

WITHIN THE JUNIOR AND SENIOR YEARS, SCHOOLS OFTEN OFFER DIFFERENT LEVELS OF PHYSICS. AN INTRODUCTORY OR GENERAL PHYSICS COURSE MIGHT BE DESIGNED FOR STUDENTS WHO ARE NOT PURSUING A HIGHLY SPECIALIZED STEM PATH BUT STILL WANT A FOUNDATIONAL UNDERSTANDING OF THE PHYSICAL WORLD. THESE COURSES OFTEN FOCUS ON CONCEPTUAL UNDERSTANDING WITH LESS EMPHASIS ON COMPLEX MATHEMATICAL DERIVATIONS.

ON THE OTHER HAND, MORE ADVANCED PHYSICS COURSES, SUCH AS AP PHYSICS 1, AP PHYSICS 2, AP PHYSICS C: MECHANICS, OR AP PHYSICS C: ELECTRICITY AND MAGNETISM, ARE USUALLY GEARED TOWARDS COLLEGE-BOUND STUDENTS, ESPECIALLY THOSE INTENDING TO MAJOR IN SCIENCE, TECHNOLOGY, ENGINEERING, OR MATHEMATICS. THESE COURSES ARE SIGNIFICANTLY MORE RIGOROUS, DEMANDING A STRONG COMMAND OF CALCULUS (FOR AP PHYSICS C) AND A DEEP UNDERSTANDING OF PROBLEM-SOLVING STRATEGIES. CONSEQUENTLY, THEY ARE ALMOST EXCLUSIVELY RESERVED FOR JUNIORS AND SENIORS WHO HAVE COMPLETED THE NECESSARY PREREQUISITE MATH COURSES. SOME SCHOOLS MIGHT EVEN OFFER A PHYSICS REQUIREMENT IN THE JUNIOR YEAR, WITH AN ADVANCED OR ELECTIVE OPTION AVAILABLE FOR SENIORS.

MIDDLE SCHOOL INTRODUCTIONS TO PHYSICS CONCEPTS

WHILE FORMAL PHYSICS COURSES ARE OFTEN A HIGH SCHOOL AFFAIR, THE SEEDS OF PHYSICS UNDERSTANDING ARE FREQUENTLY PLANTED MUCH EARLIER, DURING THE MIDDLE SCHOOL YEARS. THIS EARLY EXPOSURE ISN'T TYPICALLY LABELED AS "PHYSICS" IN THE SAME WAY A HIGH SCHOOL CLASS IS, BUT IT LAYS CRUCIAL GROUNDWORK BY INTRODUCING FUNDAMENTAL SCIENTIFIC PRINCIPLES THAT UNDERPIN PHYSICS.

SCIENCE CURRICULUM INTEGRATION

IN MIDDLE SCHOOL SCIENCE CLASSES, STUDENTS OFTEN EXPLORE CONCEPTS THAT ARE INTRINSICALLY PHYSICAL. THINK ABOUT LESSONS ON FORCES, MOTION, ENERGY, ELECTRICITY, AND MAGNETISM. THESE ARE CORE COMPONENTS OF PHYSICS, PRESENTED IN A MORE ACCESSIBLE, QUALITATIVE, AND HANDS-ON MANNER. FOR EXAMPLE, STUDENTS MIGHT CONDUCT EXPERIMENTS ON FRICTION, BUILD SIMPLE CIRCUITS, OR OBSERVE THE PRINCIPLES OF BUOYANCY. THESE ACTIVITIES HELP BUILD INTUITION AND CURIOSITY ABOUT HOW THE WORLD WORKS, WHICH ARE ESSENTIAL PREREQUISITES FOR ENGAGING WITH MORE FORMAL PHYSICS LATER ON.

BUILDING FOUNDATIONAL KNOWLEDGE

THE GOAL OF MIDDLE SCHOOL SCIENCE IS TO FOSTER SCIENTIFIC LITERACY AND CRITICAL THINKING. BY ENGAGING WITH THESE EARLY PHYSICS-RELATED TOPICS, STUDENTS DEVELOP AN UNDERSTANDING OF CAUSE AND EFFECT, LEARN TO MAKE OBSERVATIONS, AND BEGIN TO ASK "WHY" AND "HOW" QUESTIONS. THIS PROCESS HELPS DEMYSTIFY SCIENCE AND CAN SPARK AN INTEREST THAT MIGHT LEAD STUDENTS TO PURSUE PHYSICS MORE SERIOUSLY IN HIGH SCHOOL. IT ALSO HELPS IDENTIFY STUDENTS WHO MIGHT HAVE A NATURAL APTITUDE OR STRONG INTEREST IN SCIENTIFIC INQUIRY, GUIDING THEM TOWARDS MORE ADVANCED SCIENCE TRACKS.

PHYSICS IN HIGHER EDUCATION AND BEYOND

THE JOURNEY WITH PHYSICS DOESN'T END WITH HIGH SCHOOL GRADUATION. FOR STUDENTS PURSUING HIGHER EDUCATION, PARTICULARLY IN STEM FIELDS, PHYSICS COURSES BECOME A CORNERSTONE OF THEIR ACADEMIC PROGRAMS. THE DEPTH AND BREADTH OF PHYSICS STUDIED AT THE UNIVERSITY LEVEL FAR EXCEED THAT OF HIGH SCHOOL.

UNDERGRADUATE PHYSICS PROGRAMS

FOR UNDERGRADUATES IN MAJORS SUCH AS PHYSICS, ENGINEERING, COMPUTER SCIENCE, CHEMISTRY, OR EVEN BIOLOGY, PHYSICS IS OFTEN A MANDATORY PART OF THE CURRICULUM, TYPICALLY STARTING IN THE FRESHMAN OR SOPHOMORE YEAR. THESE

UNIVERSITY-LEVEL PHYSICS COURSES ARE BUILT UPON THE FOUNDATIONAL KNOWLEDGE GAINED IN HIGH SCHOOL AND ARE HEAVILY RELIANT ON CALCULUS. STUDENTS WILL ENCOUNTER CALCULUS-BASED MECHANICS, ELECTRICITY AND MAGNETISM, THERMODYNAMICS, AND OFTEN WAVES AND MODERN PHYSICS IN THEIR EARLY UNDERGRADUATE YEARS.

GRADUATE STUDIES AND SPECIALIZED FIELDS

AT THE GRADUATE LEVEL, PHYSICS EDUCATION BECOMES HIGHLY SPECIALIZED. STUDENTS PURSUING MASTER'S OR PH.D. DEGREES IN PHYSICS WILL DELVE INTO ADVANCED THEORETICAL AND EXPERIMENTAL AREAS, SUCH AS QUANTUM MECHANICS, STATISTICAL MECHANICS, PARTICLE PHYSICS, ASTROPHYSICS, CONDENSED MATTER PHYSICS, AND MORE. THESE ARE DEEP DIVES INTO COMPLEX THEORETICAL FRAMEWORKS AND CUTTING-EDGE RESEARCH. BEYOND PURE PHYSICS DEGREES, STUDENTS IN FIELDS LIKE MECHANICAL ENGINEERING, ELECTRICAL ENGINEERING, AEROSPACE ENGINEERING, AND EVEN MATERIALS SCIENCE WILL TAKE ADVANCED PHYSICS COURSES TAILORED TO THEIR SPECIFIC DISCIPLINES.

FACTORS INFLUENCING WHEN PHYSICS IS TAUGHT

THE DECISION OF WHEN TO INTRODUCE PHYSICS INTO A STUDENT'S ACADEMIC ROADMAP IS NOT ARBITRARY; IT'S INFLUENCED BY A VARIETY OF INTERCONNECTED FACTORS. UNDERSTANDING THESE INFLUENCES CAN HELP SHED LIGHT ON THE DIFFERENT PATHWAYS STUDENTS MIGHT ENCOUNTER.

CURRICULUM STANDARDS AND REQUIREMENTS

DIFFERENT COUNTRIES, STATES, AND EVEN SCHOOL DISTRICTS HAVE THEIR OWN EDUCATIONAL STANDARDS AND GRADUATION REQUIREMENTS. THESE STANDARDS DICTATE WHAT SUBJECTS STUDENTS MUST STUDY AND OFTEN SPECIFY THE SEQUENCE. FOR INSTANCE, SOME EDUCATION SYSTEMS MIGHT MANDATE A GENERAL SCIENCE COURSE THAT INCLUDES PHYSICS CONCEPTS IN MIDDLE SCHOOL, FOLLOWED BY A DEDICATED PHYSICS COURSE IN HIGH SCHOOL. OTHERS MIGHT HAVE A MORE RIGID STRUCTURE THAT POSTPONES FORMAL PHYSICS UNTIL LATER HIGH SCHOOL YEARS.

SCHOOL STRUCTURE AND COURSE OFFERINGS

THE SPECIFIC STRUCTURE OF A SCHOOL ALSO PLAYS A ROLE. A SCHOOL WITH A STRONG FOCUS ON STEM MIGHT OFFER INTRODUCTORY PHYSICS AS EARLY AS 10TH GRADE, WHILE A MORE GENERAL HIGH SCHOOL MIGHT RESERVE IT FOR 11TH OR 12TH GRADE. THE AVAILABILITY OF QUALIFIED PHYSICS TEACHERS AND RESOURCES ALSO INFLUENCES WHEN A SCHOOL CAN OFFER THESE COURSES. SOME SCHOOLS MIGHT OFFER ONLY ONE YEAR OF PHYSICS, WHILE OTHERS MIGHT PROVIDE A SEQUENCE OF MULTIPLE PHYSICS COURSES AT INCREASING LEVELS OF DIFFICULTY.

STUDENT PREPARATION AND PREREQUISITES

AS HIGHLIGHTED EARLIER, MATHEMATICS IS INEXTRICABLY LINKED TO PHYSICS. THEREFORE, THE TIMING OF PHYSICS INSTRUCTION IS HEAVILY DEPENDENT ON A STUDENT'S MATHEMATICAL PREPAREDNESS. SCHOOLS MUST ENSURE THAT STUDENTS HAVE ACQUIRED THE NECESSARY MATHEMATICAL SKILLS TO SUCCEED IN PHYSICS. THIS OFTEN MEANS THAT PHYSICS COURSES ARE PLACED AFTER STUDENTS HAVE COMPLETED FOUNDATIONAL ALGEBRA AND GEOMETRY. FOR CALCULUS-BASED PHYSICS, COMPLETION OF OR CONCURRENT ENROLLMENT IN CALCULUS IS A STRICT PREREQUISITE.

POST-SECONDARY ASPIRATIONS

A STUDENT'S FUTURE ACADEMIC OR CAREER GOALS CAN ALSO INFLUENCE WHEN THEY TAKE PHYSICS. STUDENTS WHO PLAN TO

PURSUE ENGINEERING OR OTHER SCIENCE-HEAVY FIELDS IN COLLEGE WILL OFTEN PRIORITIZE TAKING PHYSICS AS EARLY AS POSSIBLE IN HIGH SCHOOL TO BE WELL-PREPARED FOR UNIVERSITY-LEVEL COURSEWORK. THEY MIGHT SEEK OUT AP PHYSICS OR HONORS PHYSICS OPTIONS TO GAIN A COMPETITIVE EDGE AND ENSURE THEY MEET COLLEGE ADMISSION PREREQUISITES.

THE IMPORTANCE OF EARLY EXPOSURE TO PHYSICS

INTRODUCING PHYSICS CONCEPTS EARLIER IN A STUDENT'S EDUCATIONAL JOURNEY, EVEN IN SIMPLIFIED FORMS, OFFERS NUMEROUS BENEFITS THAT EXTEND FAR BEYOND SIMPLY FULFILLING A CURRICULUM REQUIREMENT. IT'S ABOUT NURTURING A LIFELONG UNDERSTANDING AND APPRECIATION FOR THE FUNDAMENTAL LAWS THAT GOVERN OUR UNIVERSE.

FOSTERING SCIENTIFIC CURIOSITY AND INQUIRY

EARLY EXPOSURE TO PHYSICS, EVEN THROUGH HANDS-ON ACTIVITIES IN MIDDLE SCHOOL, CAN IGNITE A SPARK OF CURIOSITY ABOUT THE NATURAL WORLD. WHEN STUDENTS ENGAGE IN EXPERIMENTS THAT DEMONSTRATE GRAVITY, INERTIA, OR THE PROPERTIES OF LIGHT, THEY BEGIN TO SEE SCIENCE NOT AS A COLLECTION OF DRY FACTS, BUT AS AN EXCITING PROCESS OF DISCOVERY. THIS HANDS-ON APPROACH MAKES ABSTRACT CONCEPTS TANGIBLE AND ENCOURAGES THEM TO ASK QUESTIONS, HYPOTHEZIZE, AND SEEK ANSWERS, WHICH ARE THE CORNERSTONES OF SCIENTIFIC INQUIRY.

DEVELOPING PROBLEM-SOLVING SKILLS

PHYSICS IS FUNDAMENTALLY A DISCIPLINE OF PROBLEM-SOLVING. BY TACKLING PHYSICS CHALLENGES, STUDENTS DEVELOP CRITICAL THINKING AND ANALYTICAL SKILLS. THEY LEARN TO BREAK DOWN COMPLEX PROBLEMS INTO SMALLER, MANAGEABLE PARTS, IDENTIFY RELEVANT INFORMATION, AND APPLY LOGICAL REASONING TO FIND SOLUTIONS. THESE SKILLS ARE TRANSFERABLE TO VIRTUALLY EVERY ASPECT OF LIFE, FROM ACADEMIC PURSUITS TO EVERYDAY DECISION-MAKING.

DEMYSTIFYING THE MODERN WORLD

THE WORLD AROUND US IS A TESTAMENT TO THE PRINCIPLES OF PHYSICS. FROM THE SMARTPHONES WE USE TO THE CARS WE DRIVE, THE BRIDGES WE CROSS, AND THE MEDICAL TECHNOLOGIES THAT KEEP US HEALTHY, PHYSICS IS AT PLAY. AN EARLY UNDERSTANDING OF PHYSICS HELPS STUDENTS DEMYSTIFY THESE TECHNOLOGIES, FOSTERING A DEEPER APPRECIATION FOR SCIENCE AND INNOVATION. IT EMPOWERS THEM TO UNDERSTAND HOW THINGS WORK, WHICH CAN LEAD TO MORE INFORMED DECISIONS AND A GREATER ENGAGEMENT WITH THE WORLD.

INSPIRING FUTURE STEM CAREERS

FOR STUDENTS WHO SHOW AN APTITUDE OR INTEREST IN SCIENCE AND TECHNOLOGY, EARLY AND POSITIVE EXPOSURE TO PHYSICS CAN BE A POWERFUL MOTIVATOR FOR PURSUING STEM CAREERS. SEEING THE EXCITING APPLICATIONS OF PHYSICS, WHETHER THROUGH ENGAGING CLASSROOM DEMONSTRATIONS OR REAL-WORLD EXAMPLES, CAN INSPIRE THEM TO CONSIDER FIELDS LIKE ENGINEERING, RESEARCH, OR TECHNOLOGY DEVELOPMENT. THIS EARLY ENCOURAGEMENT IS VITAL FOR BUILDING A DIVERSE AND ROBUST FUTURE WORKFORCE IN THESE CRITICAL AREAS.

FREQUENTLY ASKED QUESTIONS

Q: IN WHAT GRADE DOES PHYSICS TYPICALLY BECOME A REQUIRED SUBJECT IN HIGH SCHOOL?

A: PHYSICS TYPICALLY BECOMES A REQUIRED SUBJECT IN HIGH SCHOOL DURING THE JUNIOR (11TH GRADE) OR SENIOR (12TH GRADE) YEAR FOR MOST STUDENTS. THIS PLACEMENT ALLOWS FOR THE NECESSARY MATHEMATICAL PREREQUISITES TO BE MET.

Q: CAN STUDENTS TAKE PHYSICS IN MIDDLE SCHOOL?

A: WHILE FORMAL, STANDALONE PHYSICS COURSES ARE UNCOMMON IN MIDDLE SCHOOL, MANY MIDDLE SCHOOL SCIENCE CURRICULA INTEGRATE FUNDAMENTAL PHYSICS CONCEPTS SUCH AS FORCES, MOTION, ENERGY, AND BASIC ELECTRICITY THROUGH HANDS-ON ACTIVITIES AND INTRODUCTORY LESSONS.

Q: IS CALCULUS REQUIRED FOR ALL HIGH SCHOOL PHYSICS COURSES?

A: NO, CALCULUS IS NOT REQUIRED FOR ALL HIGH SCHOOL PHYSICS COURSES. INTRODUCTORY OR GENERAL PHYSICS COURSES USUALLY RELY ON ALGEBRA AND GEOMETRY. HOWEVER, ADVANCED PLACEMENT (AP) PHYSICS COURSES, SUCH AS AP PHYSICS C, ARE CALCULUS-BASED AND REQUIRE CONCURRENT ENROLLMENT OR COMPLETION OF CALCULUS.

Q: WHAT IS THE DIFFERENCE BETWEEN INTRODUCTORY AND ADVANCED HIGH SCHOOL PHYSICS?

A: INTRODUCTORY PHYSICS COURSES FOCUS ON CONCEPTUAL UNDERSTANDING WITH LESS COMPLEX MATHEMATICAL APPLICATION, OFTEN SUITABLE FOR A GENERAL SCIENCE REQUIREMENT. ADVANCED OR AP PHYSICS COURSES ARE MORE RIGOROUS, HEAVILY MATHEMATICAL, AND PREPARE STUDENTS FOR COLLEGE-LEVEL PHYSICS, OFTEN REQUIRING CALCULUS.

Q: WHEN DO STUDENTS TYPICALLY START TAKING PHYSICS IN COLLEGE?

A: IN COLLEGE, STUDENTS PURSUING STEM FIELDS USUALLY BEGIN TAKING PHYSICS COURSES IN THEIR FRESHMAN OR SOPHOMORE YEAR. THESE COURSES ARE TYPICALLY CALCULUS-BASED AND FORM A CORE PART OF THEIR DEGREE PROGRAMS.

Q: DOES THE YEAR YOU TAKE PHYSICS DEPEND ON YOUR CHOSEN MAJOR?

A: YES, THE YEAR YOU TAKE PHYSICS CAN HEAVILY DEPEND ON YOUR CHOSEN MAJOR. STUDENTS INTENDING TO MAJOR IN ENGINEERING, PHYSICS, CHEMISTRY, OR OTHER STEM FIELDS WILL OFTEN TAKE PHYSICS EARLIER AND AT A MORE ADVANCED LEVEL THAN STUDENTS IN NON-STEM DISCIPLINES.

Q: ARE THERE ANY HIGH SCHOOL PHYSICS COURSES AVAILABLE FOR 9TH GRADERS?

A: WHILE LESS COMMON, SOME HIGH SCHOOLS WITH ADVANCED PROGRAMS MAY OFFER INTRODUCTORY PHYSICS OR INTEGRATED SCIENCE COURSES THAT INCLUDE PHYSICS CONCEPTS TO 9TH GRADERS, ESPECIALLY IF THE STUDENTS HAVE DEMONSTRATED STRONG MATHEMATICAL ABILITIES.

Q: WHAT HAPPENS IF A STUDENT STRUGGLES WITH THE MATH REQUIRED FOR PHYSICS?

A: IF A STUDENT STRUGGLES WITH THE MATH REQUIRED FOR PHYSICS, IT IS ADVISABLE TO REINFORCE THEIR FOUNDATIONAL MATH SKILLS. SEEKING TUTORING, TAKING PREREQUISITE MATH COURSES AGAIN, OR ENROLLING IN A LESS MATHEMATICALLY INTENSIVE PHYSICS COURSE CAN BE HELPFUL STRATEGIES.

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