



A MESSAGE TO INTERMEDIATE TEACHERS

2011-12-13-14-15-16

1. Introduction

CORE CURRICULUM

The Core Curriculum is designed to provide a common base of knowledge and skills for all students in the state. It is intended to be a guide for the development of the state's educational program and to provide a framework for the development of the state's educational standards. The Core Curriculum is designed to be a guide for the development of the state's educational program and to provide a framework for the development of the state's educational standards.

Intermediate Standard 1: Career Development

This standard is designed to help students develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

Performance Indicator 1: Students continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

Students will be able to:

- 1. Identify and describe the various career options available to them.
- 2. Research and evaluate the requirements and benefits of various career options.
- 3. Develop a career plan that includes a list of potential career options, a list of the requirements for each, and a list of the benefits of each.
- 4. Identify the resources available to help them in their career development.
- 5. Develop a resume that highlights their skills and experiences.
- 6. Prepare for an interview by researching the company and the position, and by practicing common interview questions.
- 7. Apply for a job by submitting a resume and cover letter to the appropriate person or organization.
- 8. Participate in a job interview and answer questions in a clear and concise manner.
- 9. Accept a job offer and negotiate the terms of the offer.
- 10. Prepare for the transition from school to work by developing a plan for the transition.

Students will:

- 1. Identify and describe the various career options available to them.
- 2. Research and evaluate the requirements and benefits of various career options.
- 3. Develop a career plan that includes a list of potential career options, a list of the requirements for each, and a list of the benefits of each.
- 4. Identify the resources available to help them in their career development.
- 5. Develop a resume that highlights their skills and experiences.
- 6. Prepare for an interview by researching the company and the position, and by practicing common interview questions.
- 7. Apply for a job by submitting a resume and cover letter to the appropriate person or organization.
- 8. Participate in a job interview and answer questions in a clear and concise manner.
- 9. Accept a job offer and negotiate the terms of the offer.
- 10. Prepare for the transition from school to work by developing a plan for the transition.

Discussion Questions

- 1. How do you think the career development process should be integrated into the school curriculum?
- 2. What are some of the challenges students face when developing a career plan?
- 3. How can schools and parents help students overcome these challenges?
- 4. What are some of the most important skills and qualities that employers look for in job applicants?
- 5. How can students develop these skills and qualities?
- 6. What are some of the most common reasons why students do not accept a job offer?
- 7. How can students avoid these reasons?
- 8. What are some of the most common reasons why students do not prepare for a job interview?
- 9. How can students avoid these reasons?
- 10. What are some of the most common reasons why students do not apply for a job?
- 11. How can students avoid these reasons?

Performance Indicator 2: Students demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.

Students will:

- 1. Identify and describe the relationship between personal interests, skills and abilities, and career research.
- 2. Explain how personal interests, skills and abilities can influence career choices.
- 3. Describe how career research can help identify personal interests, skills and abilities.
- 4. Explain how career research can help identify personal interests, skills and abilities.
- 5. Describe how career research can help identify personal interests, skills and abilities.
- 6. Explain how career research can help identify personal interests, skills and abilities.
- 7. Describe how career research can help identify personal interests, skills and abilities.
- 8. Explain how career research can help identify personal interests, skills and abilities.

Discussion Questions

- 1. How do personal interests, skills and abilities influence career choices?
- 2. How can career research help identify personal interests, skills and abilities?

Performance Indicator 3: Students understand the relationship of personal interests, skills, and abilities to successful employment.

Students will:

- 1. Identify and describe the relationship between personal interests, skills and abilities, and successful employment.
- 2. Explain how personal interests, skills and abilities can influence successful employment.
- 3. Describe how successful employment can help identify personal interests, skills and abilities.
- 4. Explain how successful employment can help identify personal interests, skills and abilities.
- 5. Describe how successful employment can help identify personal interests, skills and abilities.
- 6. Explain how successful employment can help identify personal interests, skills and abilities.
- 7. Describe how successful employment can help identify personal interests, skills and abilities.
- 8. Explain how successful employment can help identify personal interests, skills and abilities.
- 9. Describe how successful employment can help identify personal interests, skills and abilities.
- 10. Explain how successful employment can help identify personal interests, skills and abilities.
- 11. Describe how successful employment can help identify personal interests, skills and abilities.
- 12. Explain how successful employment can help identify personal interests, skills and abilities.

Discussion Questions

- 1. How do personal interests, skills and abilities influence successful employment?
- 2. How can successful employment help identify personal interests, skills and abilities?

THINKING SKILLS

Performance Indicator 1: Students evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

Students will:

- Analyze and evaluate the logic and reasoning skills of others
- Apply logic and reasoning skills to solve advanced problems
- Make decisions based on logic and reasoning skills
- Analyze and evaluate the logic and reasoning skills of others
- Apply logic and reasoning skills to solve advanced problems
- Make decisions based on logic and reasoning skills
- Analyze and evaluate the logic and reasoning skills of others
- Apply logic and reasoning skills to solve advanced problems
- Make decisions based on logic and reasoning skills
- Analyze and evaluate the logic and reasoning skills of others
- Apply logic and reasoning skills to solve advanced problems
- Make decisions based on logic and reasoning skills

Discussion Questions	
	How do you evaluate the logic and reasoning skills of others?
	How do you apply logic and reasoning skills to solve advanced problems?
	How do you make decisions based on logic and reasoning skills?
	How do you analyze and evaluate the logic and reasoning skills of others?
	How do you apply logic and reasoning skills to solve advanced problems?
	How do you make decisions based on logic and reasoning skills?

PERSONAL QUALITIES

Performance Indicator 1: Students demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

Students will:

- Demonstrate an understanding of the relationship between individuals and society
- Interact with others in a positive manner
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- Interact with others in a positive manner
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- Interact with others in a positive manner
- Demonstrate an understanding of the relationship between individuals and society
- Interact with others in a positive manner

Discussion Questions	
	How do you demonstrate an understanding of the relationship between individuals and society?
	How do you interact with others in a positive manner?

MANAGING INFORMATION

Performance Indicator 1: Students select and communicate information in an appropriate format

SYSTEMS

Performance Indicator 1: Students demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

Students will:

- identify the components of a system
- describe the function of each component
- explain how the components interact
- identify the inputs and outputs of a system
- describe the flow of information and resources within a system
- identify the sources of information and resources within a system
- explain the role of each source
- describe the process of obtaining information and resources
- identify the barriers to obtaining information and resources
- explain the consequences of these barriers

Discussion Questions

- ▶ How do systems change over time?
- ▶ What are the consequences of a system failure?
- ▶ How can we improve a system?
- ▶ What are the ethical implications of a system?



INTERMEDIATE ESSENTIAL QUESTIONS

1. The following are true or false?

1. The function $f(x) = \frac{1}{x}$ is continuous at $x = 0$.

2. The function $f(x) = \frac{1}{x}$ is continuous at $x = 1$.

3. $\lim_{x \rightarrow 0} \frac{1}{x} = \infty$.

4. The function $f(x) = \frac{1}{x}$ is continuous at $x = 0$ and $x = 1$.

5. The function $f(x) = \frac{1}{x}$ is continuous at $x = 1$.

6. $\lim_{x \rightarrow 0} \frac{1}{x} = \infty$.

7. The function $f(x) = \frac{1}{x}$ is continuous at $x = 0$ and $x = 1$.

INTERMEDIATE ESSENTIAL QUESTIONS/SAMPLE ACTIVITIES OVERVIEW

Essential Questions			
Who am I as a citizen?			
How are my school experiences connected to my future success?			
How are my social skills related to my future success?			
How is work important to me?			
How do I develop the skills and abilities that I need to be successful in a career?			
Why do the choices I make now matter to my future?			
How do I find out what I want to know?			
How do I affect the systems within which I live and work?			

1 2 3 4 5 6 7 8 9 10 11 12



INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): *How do we know what we know? How do we know what we know? How do we know what we know?*

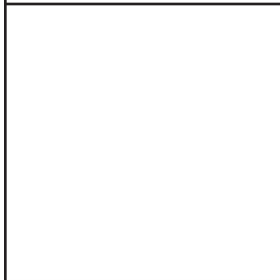
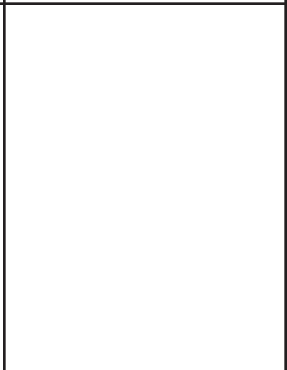
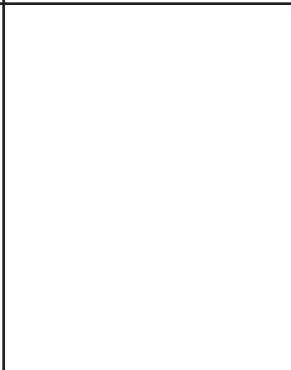
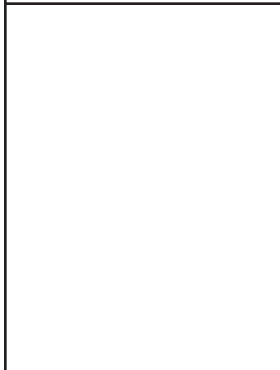
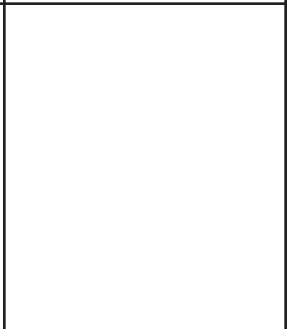
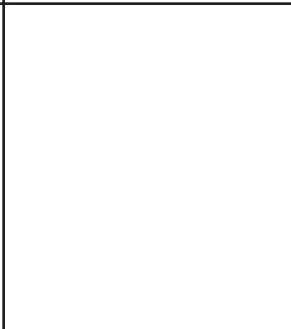
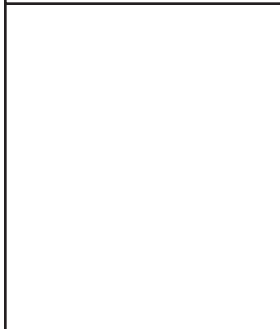
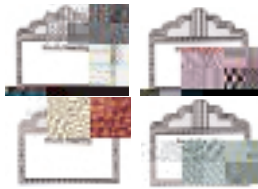
Title of Activity: *How do we know what we know?*

GRADE			
5	6	7	8

Estimated Time: *10-15 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i></p>	<p>Career Development (1)</p> <p><i>1.1.1.1 - Analyze and evaluate the quality of information and sources.</i></p> <p><i>1.1.1.2 - Identify the author's purpose and audience.</i></p> <p><i>1.1.1.3 - Identify the author's bias and point of view.</i></p> <p><i>1.1.1.4 - Identify the author's tone and style.</i></p> <p><i>1.1.1.5 - Identify the author's main idea and supporting details.</i></p> <p><i>1.1.1.6 - Identify the author's main idea and supporting details.</i></p> <p><i>1.1.1.7 - Identify the author's main idea and supporting details.</i></p>	<p><i>1.1.1.1</i></p> <p><i>1.1.1.2</i></p> <p><i>1.1.1.3</i></p> <p><i>1.1.1.4</i></p> <p><i>1.1.1.5</i></p> <p><i>1.1.1.6</i></p> <p><i>1.1.1.7</i></p>
<p>DESCRIPTION OF ACTIVITY</p> <p><i>1. The teacher will read the essential question(s) aloud to the class.</i></p> <ul style="list-style-type: none"> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <input type="radio"/> <i>Students will be able to identify the essential question(s) and explain how they are addressed in the activity.</i> <p><i>2. The teacher will read the essential question(s) aloud to the class.</i></p> <p><i>3. The teacher will read the essential question(s) aloud to the class.</i></p> <p><i>4. The teacher will read the essential question(s) aloud to the class.</i></p>	<p>Integrated Learning (2)</p> <p><i>2.1.1.1 - Analyze and evaluate the quality of information and sources.</i></p> <p><i>2.1.1.2 - Identify the author's purpose and audience.</i></p> <p><i>2.1.1.3 - Identify the author's bias and point of view.</i></p> <p><i>2.1.1.4 - Identify the author's tone and style.</i></p> <p><i>2.1.1.5 - Identify the author's main idea and supporting details.</i></p> <p><i>2.1.1.6 - Identify the author's main idea and supporting details.</i></p> <p><i>2.1.1.7 - Identify the author's main idea and supporting details.</i></p>	<p><i>2.1.1.1</i></p> <p><i>2.1.1.2</i></p> <p><i>2.1.1.3</i></p> <p><i>2.1.1.4</i></p> <p><i>2.1.1.5</i></p> <p><i>2.1.1.6</i></p> <p><i>2.1.1.7</i></p>
<p>MATERIALS/RESOURCES</p> <p><i>1. Essential Question(s)</i></p> <p><i>2. Essential Question(s)</i></p> <p><i>3. Essential Question(s)</i></p> <p><i>4. Essential Question(s)</i></p>	<p>Universal Foundation Skills (3a)</p> <p><i>3a.1.1 - Analyze and evaluate the quality of information and sources.</i></p> <p><i>3a.1.2 - Identify the author's purpose and audience.</i></p> <p><i>3a.1.3 - Identify the author's bias and point of view.</i></p> <p><i>3a.1.4 - Identify the author's tone and style.</i></p> <p><i>3a.1.5 - Identify the author's main idea and supporting details.</i></p> <p><i>3a.1.6 - Identify the author's main idea and supporting details.</i></p> <p><i>3a.1.7 - Identify the author's main idea and supporting details.</i></p>	<p><i>3a.1.1</i></p> <p><i>3a.1.2</i></p> <p><i>3a.1.3</i></p> <p><i>3a.1.4</i></p> <p><i>3a.1.5</i></p> <p><i>3a.1.6</i></p> <p><i>3a.1.7</i></p>
<p>COMMENTS/MODIFICATIONS</p> <p><i>1. The teacher will read the essential question(s) aloud to the class.</i></p> <p><i>2. The teacher will read the essential question(s) aloud to the class.</i></p>	<p>POSSIBLE>>BD4C[RL8A8eS</p>	





INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do the needs of students in the Career Zone differ from those of students in the Academic Zone?

Title of Activity: *Self-Directed Learning*

GRADE			
5	6	7	8

Estimated Time: 20 minutes

OBJECTIVE(S)	INTERMEDIATE STANDARDS		
	<ul style="list-style-type: none"> Students will be able to identify their own strengths and weaknesses. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. 	Career Development (1)	
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> Students will be able to identify their own strengths and weaknesses. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. <p style="text-align: center;"><i>Career Zone</i></p>			
	Integrated Learning (2)		
	Universal Foundation Skills (3a)		
	POSSIBLE STANDARDS CONNECTIONS		
	<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> Students will be able to identify their own strengths and weaknesses. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. Students will be able to identify the needs of students in the Career Zone. 		
	<p>COMMENTS/MODIFICATIONS</p> <ul style="list-style-type: none"> Students will be able to identify their own strengths and weaknesses. 		
	<p>ASSESSMENT/EVALUATION</p> <ul style="list-style-type: none"> Students will be able to identify their own strengths and weaknesses. Students will be able to identify the needs of students in the Career Zone. Students will be able to identify the needs of students in the Academic Zone. 		
	<p>SOURCE/CREDIT</p> <p>Students will be able to identify their own strengths and weaknesses.</p>		

Name _____

Class _____ Date _____

MY FUTURE FANTASY

Write down your fantasy about your future life in the following.

Where are you living?

- 1. I will live in _____
- 2. I will live in _____
- 3. I will live in _____
- 4. I will live in _____

What is your life style?

- 1. I will be a _____
- 2. I will be a _____
- 3. I will be a _____
- 4. I will be a _____
- 5. I will be a _____
- 6. I will be a _____

What kind of career do you have?

- 1. I will be a _____
- 2. I will be a _____
- 3. I will be a _____
- 4. I will be a _____
- 5. I will be a _____
- 6. I will be a _____
- 7. I will be a _____
- 8. I will be a _____
- 9. I will be a _____
- 10. I will be a _____

1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities related to the business. It emphasizes the need for transparency and accountability, particularly in the context of tax reporting and financial audits. The author notes that proper record-keeping is essential for identifying potential areas of risk and ensuring compliance with applicable laws and regulations.

2. The second part of the text focuses on the role of technology in streamlining business operations and improving efficiency. It highlights the benefits of using cloud-based software solutions for tasks such as invoicing, payroll processing, and inventory management. The author argues that investing in technology can help businesses reduce costs, minimize errors, and gain valuable insights into their performance through data analysis.

3. The third part of the text addresses the importance of building strong relationships with customers and suppliers. It stresses the need for clear communication, prompt service, and fair dealing. The author suggests that businesses should strive to create a positive customer experience and foster long-term loyalty. Additionally, it emphasizes the value of maintaining good relationships with suppliers, as this can lead to better pricing, reliable delivery, and access to new products or services.

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): *How do the structures and functions of the cell relate to the cell's environment?*

Title of Activity: *Cell Structure and Function*

GRADE			
5	6	7	8

Estimated Time: *30 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS																																																								
<p><i>Students will be able to identify the structure and function of the cell.</i></p> <p><i>Students will be able to describe the structure and function of the cell.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #e91e63; color: white;"> <th style="text-align: left; padding: 5px;">Career Development (1)</th> <th style="width: 20px;"></th> </tr> <tr> <td style="padding: 5px;"><i>Identify the structure and function of the cell.</i></td> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>Describe the structure and function of the cell.</i></td> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>Explain the structure and function of the cell.</i></td> <td style="text-align: center; vertical-align: middle;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>Compare the structure and function of the cell.</i></td> <td style="text-align: center; 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MATERIALS/RESOURCES	
COMMENTS/MODIFICATIONS	
ASSESSMENT/EVALUATION	
SOURCE/CREDIT	





INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): *How do the properties of a substance change as it is heated and cooled?*

Title of Activity: *Temperature Changes of a Substance*

GRADE			
5	6	7	8

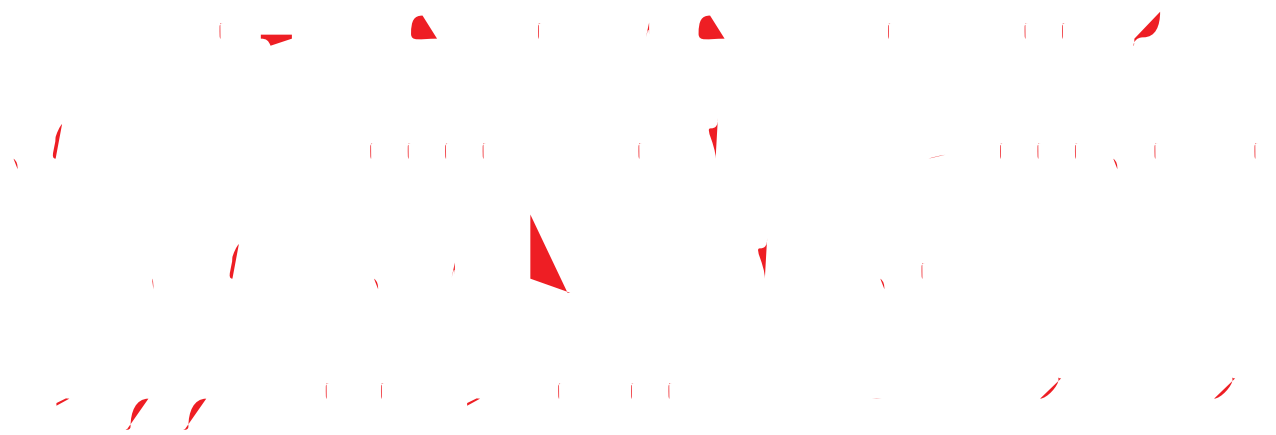
Estimated Time: *10 minutes*

OBJECTIVE(S)

- 1. The student will be able to describe the process of heating and cooling a substance and the changes in temperature and state that occur.*
- 2. The student will be able to explain the relationship between the temperature of a substance and the amount of heat energy it contains.*

DESCRIPTION OF ACTIVITY

- 1. The student will be able to describe the process of heating and cooling a substance and the changes in temperature and state that occur.*
 - Heat*
 - Temperature*
- 2. The student will be able to explain the relationship between the temperature of a substance and the amount of heat energy it contains.*
 - Heat*
 - Temperature*
- 3. The student will be able to describe the process of heating and cooling a substance and the changes in temperature and state that occur.*
 - Heat*
 - Temperature*
- 4. The student will be able to explain the relationship between the temperature of a substance and the amount of heat energy it contains.*
 - Heat*
 - Temperature*
- 5. The student will be able to describe the process of heating and cooling a substance and the changes in temperature and state that occur.*
 - Heat*
 - Temperature*
- 6. The student will be able to explain the relationship between the temperature of a substance and the amount of heat energy it contains.*
 - Heat*
 - Temperature*
- 7. The student will be able to describe the process of heating and cooling a substance and the changes in temperature and state that occur.*
 - Heat*
 - Temperature*
- 8. The student will be able to explain the relationship between the temperature of a substance and the amount of heat energy it contains.*
 - Heat*
 - Temperature*



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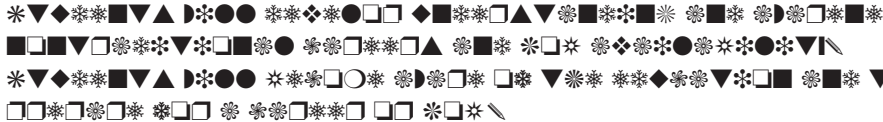

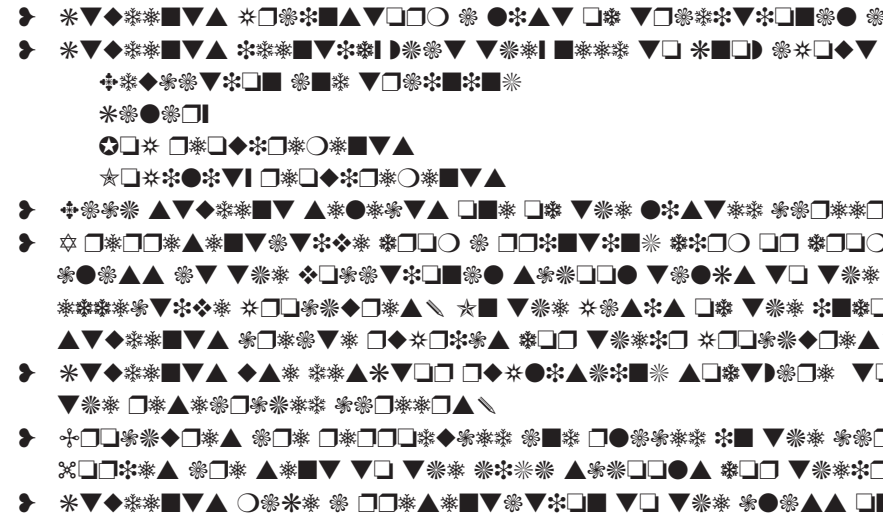
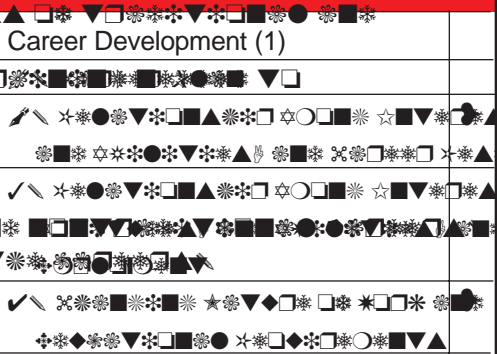
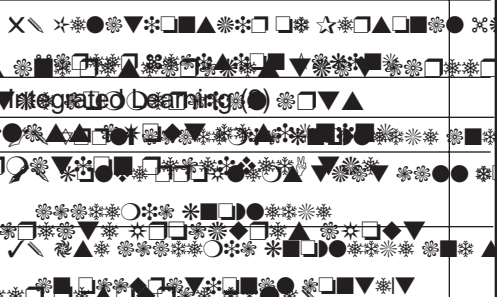

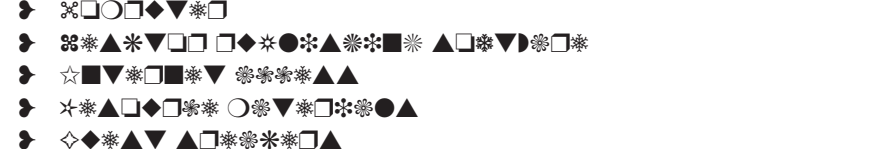
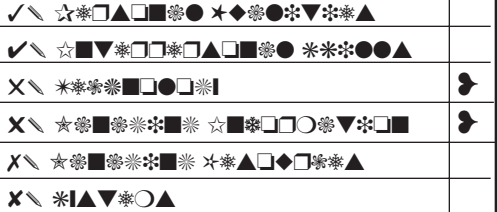

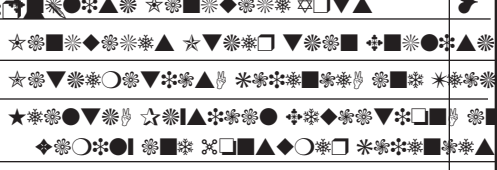

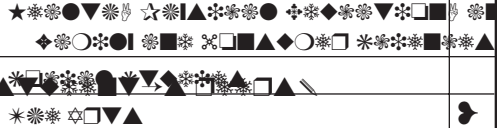

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): 

Title of Activity: 

GRADE			
5	6		

Estimated Time: 

OBJECTIVE(S)	INTERMEDIATE STANDARDS
<p></p>	<p style="background-color: #e91e63; color: white; padding: 2px;">Career Development (1)</p> <p></p>
<p>DESCRIPTION OF ACTIVITY</p> <p></p>	<p></p> <p style="background-color: #e91e63; color: white; padding: 2px;">Integrated Learning (1)</p> <p></p> <p style="background-color: #e91e63; color: white; padding: 2px;">Universal Foundation Skills (3a)</p> <p></p>
<p>MATERIALS/RESOURCES</p> <p></p>	<p></p>
<p>COMMENTS/MODIFICATIONS</p> <p></p>	<p style="background-color: #e91e63; color: white; padding: 2px; text-align: center;">POSSIBLE STANDARDS CONNECTIONS</p> <p></p>
<p>ASSESSMENT/EVALUATION</p> <p></p>	<p></p>
<p>SOURCE/CREDIT</p> <p></p>	





INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): How do the structures of different types of molecules affect their functions? How do the structures of different types of molecules affect their functions?

Title of Activity: *Cellular Respiration*

GRADE			
5	6	7	8

Estimated Time: 45 minutes

OBJECTIVE(S)	INTERMEDIATE STANDARDS
DESCRIPTION OF ACTIVITY	Career Development (1)
<p>1. Students will understand the process of cellular respiration and its importance to life.</p> <p>2. Students will be able to identify the reactants and products of cellular respiration.</p> <p>3. Students will be able to explain the role of mitochondria in cellular respiration.</p> <p>4. Students will be able to describe the three stages of cellular respiration: glycolysis, the Krebs cycle, and the electron transport chain.</p> <p>5. Students will be able to explain how cellular respiration is related to photosynthesis.</p> <p>6. Students will be able to identify the organelles involved in cellular respiration.</p> <p>7. Students will be able to explain the role of ATP in cellular respiration.</p> <p>8. Students will be able to describe the role of oxygen in cellular respiration.</p> <p>9. Students will be able to explain the role of carbon dioxide in cellular respiration.</p> <p>10. Students will be able to describe the role of water in cellular respiration.</p> <p>11. Students will be able to explain the role of the cell membrane in cellular respiration.</p> <p>12. Students will be able to describe the role of the cytoplasm in cellular respiration.</p> <p>13. Students will be able to explain the role of the nucleus in cellular respiration.</p> <p>14. Students will be able to describe the role of the endoplasmic reticulum in cellular respiration.</p> <p>15. Students will be able to explain the role of the Golgi apparatus in cellular respiration.</p> <p>16. Students will be able to describe the role of the lysosomes in cellular respiration.</p> <p>17. Students will be able to explain the role of the peroxisomes in cellular respiration.</p> <p>18. Students will be able to describe the role of the vacuoles in cellular respiration.</p> <p>19. Students will be able to explain the role of the centrioles in cellular respiration.</p> <p>20. Students will be able to describe the role of the cilia and flagella in cellular respiration.</p>	<p>1. Career Development (1)</p> <p>2. Career Development (1)</p> <p>3. Career Development (1)</p> <p>4. Career Development (1)</p> <p>5. Career Development (1)</p> <p>6. Career Development (1)</p> <p>7. Career Development (1)</p> <p>8. Career Development (1)</p> <p>9. Career Development (1)</p> <p>10. Career Development (1)</p> <p>11. Career Development (1)</p> <p>12. Career Development (1)</p> <p>13. Career Development (1)</p> <p>14. Career Development (1)</p> <p>15. Career Development (1)</p> <p>16. Career Development (1)</p> <p>17. Career Development (1)</p> <p>18. Career Development (1)</p> <p>19. Career Development (1)</p> <p>20. Career Development (1)</p>
MATERIALS/RESOURCES	Integrated Learning (2)
<p>1. Cellular respiration diagram</p> <p>2. Cellular respiration video</p> <p>3. Cellular respiration worksheet</p> <p>4. Cellular respiration lab</p> <p>5. Cellular respiration presentation</p> <p>6. Cellular respiration animation</p> <p>7. Cellular respiration interactive</p> <p>8. Cellular respiration simulation</p> <p>9. Cellular respiration game</p> <p>10. Cellular respiration quiz</p> <p>11. Cellular respiration crossword</p> <p>12. Cellular respiration word search</p> <p>13. Cellular respiration coloring page</p> <p>14. Cellular respiration cut and paste</p> <p>15. Cellular respiration matching</p> <p>16. Cellular respiration multiple choice</p> <p>17. Cellular respiration true or false</p> <p>18. Cellular respiration short answer</p> <p>19. Cellular respiration essay</p> <p>20. Cellular respiration project</p>	<p>1. Integrated Learning (2)</p> <p>2. Integrated Learning (2)</p> <p>3. Integrated Learning (2)</p> <p>4. Integrated Learning (2)</p> <p>5. Integrated Learning (2)</p> <p>6. Integrated Learning (2)</p> <p>7. Integrated Learning (2)</p> <p>8. Integrated Learning (2)</p> <p>9. Integrated Learning (2)</p> <p>10. Integrated Learning (2)</p> <p>11. Integrated Learning (2)</p> <p>12. Integrated Learning (2)</p> <p>13. Integrated Learning (2)</p> <p>14. Integrated Learning (2)</p> <p>15. Integrated Learning (2)</p> <p>16. Integrated Learning (2)</p> <p>17. Integrated Learning (2)</p> <p>18. Integrated Learning (2)</p> <p>19. Integrated Learning (2)</p> <p>20. Integrated Learning (2)</p>
COMMENTS/MODIFICATIONS	Universal Foundation Skills (3a)
<p>1. This activity is suitable for students in grades 5-8.</p> <p>2. This activity can be modified for students with special needs.</p> <p>3. This activity can be modified for students with different learning styles.</p> <p>4. This activity can be modified for students with different interests.</p> <p>5. This activity can be modified for students with different abilities.</p> <p>6. This activity can be modified for students with different backgrounds.</p> <p>7. This activity can be modified for students with different cultures.</p> <p>8. This activity can be modified for students with different languages.</p> <p>9. This activity can be modified for students with different religions.</p> <p>10. This activity can be modified for students with different beliefs.</p> <p>11. This activity can be modified for students with different values.</p> <p>12. This activity can be modified for students with different attitudes.</p> <p>13. This activity can be modified for students with different behaviors.</p> <p>14. This activity can be modified for students with different emotions.</p> <p>15. This activity can be modified for students with different thoughts.</p> <p>16. This activity can be modified for students with different feelings.</p> <p>17. This activity can be modified for students with different opinions.</p> <p>18. This activity can be modified for students with different beliefs.</p> <p>19. This activity can be modified for students with different values.</p> <p>20. This activity can be modified for students with different attitudes.</p>	<p>1. Universal Foundation Skills (3a)</p> <p>2. Universal Foundation Skills (3a)</p> <p>3. Universal Foundation Skills (3a)</p> <p>4. Universal Foundation Skills (3a)</p> <p>5. Universal Foundation Skills (3a)</p> <p>6. Universal Foundation Skills (3a)</p> <p>7. Universal Foundation Skills (3a)</p> <p>8. Universal Foundation Skills (3a)</p> <p>9. Universal Foundation Skills (3a)</p> <p>10. Universal Foundation Skills (3a)</p> <p>11. Universal Foundation Skills (3a)</p> <p>12. Universal Foundation Skills (3a)</p> <p>13. Universal Foundation Skills (3a)</p> <p>14. Universal Foundation Skills (3a)</p> <p>15. Universal Foundation Skills (3a)</p> <p>16. Universal Foundation Skills (3a)</p> <p>17. Universal Foundation Skills (3a)</p> <p>18. Universal Foundation Skills (3a)</p> <p>19. Universal Foundation Skills (3a)</p> <p>20. Universal Foundation Skills (3a)</p>
ASSESSMENT/EVALUATION	POSSIBLE STANDARDS CONNECTIONS
<p>1. Cellular respiration diagram</p> <p>2. Cellular respiration video</p> <p>3. Cellular respiration worksheet</p> <p>4. Cellular respiration lab</p> <p>5. Cellular respiration presentation</p> <p>6. Cellular respiration animation</p> <p>7. Cellular respiration interactive</p> <p>8. Cellular respiration simulation</p> <p>9. Cellular respiration game</p> <p>10. Cellular respiration quiz</p> <p>11. Cellular respiration crossword</p> <p>12. Cellular respiration word search</p> <p>13. Cellular respiration coloring page</p> <p>14. Cellular respiration cut and paste</p> <p>15. Cellular respiration matching</p> <p>16. Cellular respiration multiple choice</p> <p>17. Cellular respiration true or false</p> <p>18. Cellular respiration short answer</p> <p>19. Cellular respiration essay</p> <p>20. Cellular respiration project</p>	<p>1. Possible Standards Connections</p> <p>2. Possible Standards Connections</p> <p>3. Possible Standards Connections</p> <p>4. Possible Standards Connections</p> <p>5. Possible Standards Connections</p> <p>6. Possible Standards Connections</p> <p>7. Possible Standards Connections</p> <p>8. Possible Standards Connections</p> <p>9. Possible Standards Connections</p> <p>10. Possible Standards Connections</p> <p>11. Possible Standards Connections</p> <p>12. Possible Standards Connections</p> <p>13. Possible Standards Connections</p> <p>14. Possible Standards Connections</p> <p>15. Possible Standards Connections</p> <p>16. Possible Standards Connections</p> <p>17. Possible Standards Connections</p> <p>18. Possible Standards Connections</p> <p>19. Possible Standards Connections</p> <p>20. Possible Standards Connections</p>
SOURCE/CREDIT	

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): *How do the properties of matter change as a substance is heated or cooled? How do the properties of matter change as a substance is dissolved in a liquid?*

Title of Activity: *Phase Changes and Solubility*

GRADE			
5	6	7	8

Estimated Time: *150 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the physical properties of matter. Describe the changes in matter that occur as a substance is heated or cooled. 	Career Development (1)	
	<i>1.1</i>	<input checked="" type="checkbox"/>
<p>DESCRIPTION OF ACTIVITY</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the physical properties of matter. Describe the changes in matter that occur as a substance is heated or cooled. Describe the changes in matter that occur as a substance is dissolved in a liquid. Describe the changes in matter that occur as a substance is heated or cooled. Describe the changes in matter that occur as a substance is dissolved in a liquid. Describe the changes in matter that occur as a substance is heated or cooled. Describe the changes in matter that occur as a substance is dissolved in a liquid. Describe the changes in matter that occur as a substance is heated or cooled. Describe the changes in matter that occur as a substance is dissolved in a liquid. Describe the changes in matter that occur as a substance is heated or cooled. Describe the changes in matter that occur as a substance is dissolved in a liquid. Describe the changes in matter that occur as a substance is heated or cooled. 	<i>1.2</i>	<input type="checkbox"/>
	<i>1.3</i>	<input type="checkbox"/>
	<i>1.4</i>	<input type="checkbox"/>
	<i>1.5</i>	<input type="checkbox"/>
	<i>1.6</i>	<input type="checkbox"/>
	<i>1.7</i>	<input type="checkbox"/>
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1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting.

2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the importance of using reliable sources and ensuring the accuracy of the information gathered.

3. The third part of the document focuses on the analysis and interpretation of the data. It discusses the various statistical methods and models used to identify trends and patterns in the data.

4. The fourth part of the document discusses the implications of the findings and the potential impact on the organization. It highlights the need for strategic planning and decision-making based on the data.

5. The fifth part of the document provides a summary of the key findings and conclusions. It emphasizes the importance of ongoing monitoring and evaluation to ensure the effectiveness of the data collection and analysis process.



QUESTION 1 (10 marks)

Figure 1 shows the relationship between the price of a good and the quantity demanded. The price of the good is on the vertical axis and the quantity demanded is on the horizontal axis. The demand curve is downward sloping and linear. The price of the good is \$10 and the quantity demanded is 100 units.

TASK: Calculate the price elasticity of demand at the price of \$10 and the quantity demanded of 100 units. Show your calculations.

1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial reporting. This section also highlights the role of internal controls in preventing errors and fraud, and the need for regular audits to verify the accuracy of the data.

2. The second part of the text focuses on the importance of clear communication and collaboration between different departments and stakeholders. It stresses that effective communication is key to ensuring that everyone is on the same page and that information is shared in a timely and accurate manner. This section also discusses the importance of documenting all communications and decisions to avoid misunderstandings and ensure that everyone is working towards the same goals.

3. The third part of the text discusses the importance of staying up-to-date on industry trends and regulations. It emphasizes that the business environment is constantly changing, and it is essential to stay informed about the latest developments in your field. This section also discusses the importance of seeking professional advice and consulting with experts to ensure that you are making the best possible decisions for your organization.

INTERMEDIATE SAMPLE ACTIVITY



A large, empty rectangular box with a black border, occupying most of the page below the title and the red bar. This area is intended for the student to perform the intermediate sample activity.

