



# A MESSAGE TO INTERMEDIATE TEACHERS

---

---

2011-12-13 11:11:11

1234567890

---

# CORE CURRICULUM

The Core Curriculum is designed to provide students with a strong foundation in the core subjects of English, Mathematics, Science, and Social Studies. This foundation is essential for students to succeed in their high school courses and to be prepared for college and career. The Core Curriculum is designed to be challenging and to provide students with the skills and knowledge they need to succeed in the 21st century.

## Intermediate Standard 1: Career Development

Students will be able to identify and describe the various career options available to them and to 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 identify and describe the various career options available to them and to develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

1. Identify and describe the various career options available to them.

2. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

3. Research and identify the various career options available to them.

4. Evaluate the various career options available to them.

5. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

6. Research and identify the various career options available to them.

7. Evaluate the various career options available to them.

8. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

9. Research and identify the various career options available to them.

10. Evaluate the various career options available to them.

11. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

12. Research and identify the various career options available to them.

13. Evaluate the various career options available to them.

14. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

15. Research and identify the various career options available to them.

16. Evaluate the various career options available to them.

### Students will:

1. Identify and describe the various career options available to them.

2. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

3. Research and identify the various career options available to them.

4. Evaluate the various career options available to them.

5. Develop a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

6. Research and identify the various career options available to them.

7. Evaluate the various career options available to them.

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

**Students will:**

- 1. Identify the relationship between personal interests, skills and abilities and career research.
- 2. Explain how personal interests, skills and abilities can influence career research.
- 3. Describe the relationship between personal interests, skills and abilities and career research.
- 4. Analyze the relationship between personal interests, skills and abilities and career research.
- 5. Evaluate the relationship between personal interests, skills and abilities and career research.
- 6. Create a plan for career research based on personal interests, skills and abilities.

**Discussion Questions**

- 1. How do personal interests, skills and abilities influence career research?
- 2. How can career research help students understand their 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 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 the relationship between personal interests, skills and abilities and successful employment.
  - 4. Analyze the relationship between personal interests, skills and abilities and successful employment.
  - 5. Evaluate the relationship between personal interests, skills and abilities and successful employment.
  - 6. Create a plan for successful employment based on personal interests, skills and abilities.
1. Identify 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 the relationship between personal interests, skills and abilities and successful employment.
  - 4. Analyze the relationship between personal interests, skills and abilities and successful employment.
  - 5. Evaluate the relationship between personal interests, skills and abilities and successful employment.
  - 6. Create a plan for successful employment based on personal interests, skills and abilities.

**Discussion Questions**

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



## Intermediate Standard 3a: Universal Foundation Skills

Students will be able to understand and use mathematical language and symbols, understand and use mathematical processes, and understand and use mathematical concepts and relationships.

### **BASIC SKILLS**

**Performance Indicator 1:** Students listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

Students will:

1. Understand and use mathematical language and symbols, including reading mathematical symbols.

2. Understand and use mathematical processes, including reading mathematical processes.

3. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

4. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

5. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

6. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

7. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

8. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

9. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

10. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

11. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

12. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

13. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

14. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

15. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

16. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

17. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

18. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

19. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

20. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

21. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

22. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

23. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

24. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

25. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

26. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

27. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

28. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

29. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

30. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

31. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

32. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

33. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

34. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

35. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

36. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

37. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

38. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

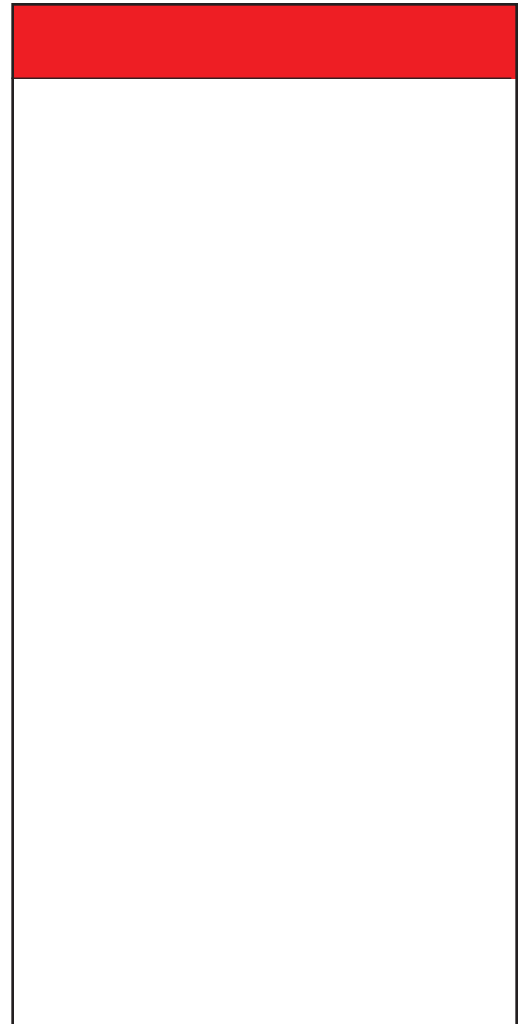
39. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

40. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

41. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

42. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.

43. Understand and use mathematical concepts and relationships, including reading mathematical concepts and relationships.



## THINKING SKILLS

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

Students will:

- 1. Analyze and evaluate the logic and reasoning skills of others.
- 2. Apply logic and reasoning skills to solve advanced problems.
- 3. Make decisions based on logic and reasoning skills.
- 4. Evaluate the logic and reasoning skills of others.
- 5. Apply logic and reasoning skills to solve advanced problems.
- 6. Make decisions based on logic and reasoning skills.
- 7. Evaluate the logic and reasoning skills of others.
- 8. Apply logic and reasoning skills to solve advanced problems.
- 9. Make decisions based on logic and reasoning skills.
- 10. Evaluate the logic and reasoning skills of others.
- 11. Apply logic and reasoning skills to solve advanced problems.
- 12. Make decisions based on logic and reasoning skills.

### Discussion Questions

- 1. How do you evaluate the logic and reasoning skills of others?
- 2. How do you apply logic and reasoning skills to solve advanced problems?
- 3. How do you make decisions based on logic and reasoning skills?
- 4. How do you evaluate the logic and reasoning skills of others?
- 5. How do you apply logic and reasoning skills to solve advanced problems?
- 6. How do you make decisions based on logic and reasoning skills?
- 7. How do you evaluate the logic and reasoning skills of others?
- 8. How do you apply logic and reasoning skills to solve advanced problems?
- 9. How do you make decisions based on logic and reasoning skills?
- 10. How do you evaluate the logic and reasoning skills of others?
- 11. How do you apply logic and reasoning skills to solve advanced problems?
- 12. 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:

- 1. Demonstrate an understanding of the relationship between individuals and society.
- 2. Interact with others in a positive manner.
- 3. Demonstrate an understanding of the relationship between individuals and society.
- 4. Interact with others in a positive manner.
- 5. Demonstrate an understanding of the relationship between individuals and society.
- 6. Interact with others in a positive manner.
- 7. Demonstrate an understanding of the relationship between individuals and society.
- 8. Interact with others in a positive manner.
- 9. Demonstrate an understanding of the relationship between individuals and society.
- 10. Interact with others in a positive manner.
- 11. Demonstrate an understanding of the relationship between individuals and society.
- 12. Interact with others in a positive manner.

### Discussion Questions

- 1. How do you demonstrate an understanding of the relationship between individuals and society?
- 2. How do you interact with others in a positive manner?
- 3. How do you demonstrate an understanding of the relationship between individuals and society?
- 4. How do you interact with others in a positive manner?
- 5. How do you demonstrate an understanding of the relationship between individuals and society?
- 6. How do you interact with others in a positive manner?
- 7. How do you demonstrate an understanding of the relationship between individuals and society?
- 8. How do you interact with others in a positive manner?
- 9. How do you demonstrate an understanding of the relationship between individuals and society?
- 10. How do you interact with others in a positive manner?
- 11. How do you demonstrate an understanding of the relationship between individuals and society?
- 12. 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 from a system

## Discussion Questions

- How do the components of a system interact?
- What are the inputs and outputs of a system?
- How do the sources of information and resources within a system interact?



# INTERMEDIATE ESSENTIAL QUESTIONS

---

---

1. The  $xy$ -plane is the plane

$x^2 + y^2 + z^2 = 0$  in the rectangular coordinate system.

$x^2 + y^2 + z^2 = 1$  in the rectangular coordinate system.

$z = 0$  in the rectangular coordinate system.

$x^2 + y^2 + z^2 = 1$  in the rectangular coordinate system, where  $z > 0$ .

2. The  $yz$ -plane is the plane

$x = 0$  in the rectangular coordinate system.

$x^2 + y^2 + z^2 = 1$  in the rectangular coordinate system.

# 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 the different parts of the cell work together to keep the cell alive and functioning? How do cells grow and divide? How do cells communicate with each other?*

**Title of Activity:** *Cell Structure and Function: A Hands-On Approach*

GRADE			
5	6	7	8

**Estimated Time:** *45 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS		
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>1. Identify the parts of a cell and their functions.</i></li> <li><i>2. Explain how the cell membrane controls what enters and leaves the cell.</i></li> <li><i>3. Describe the process of cell division.</i></li> </ul>			
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>1. Introduction:</i> The teacher will introduce the topic of cell structure and function by showing a video of a cell and its parts. The teacher will ask the students to identify the parts of the cell and their functions.</p> <p><i>2. Activity 1:</i> The students will be divided into groups and given a worksheet with a diagram of a cell. They will be asked to label the parts of the cell and write a short paragraph describing the function of each part.</p> <p><i>3. Activity 2:</i> The students will be given a worksheet with a diagram of a cell membrane. They will be asked to draw a cell membrane and label its parts. They will also be asked to write a short paragraph describing the function of the cell membrane.</p> <p><i>4. Activity 3:</i> The students will be given a worksheet with a diagram of a cell. They will be asked to draw a cell and label its parts. They will also be asked to write a short paragraph describing the process of cell division.</p> <p><i>5. Conclusion:</i> The teacher will ask the students to share their work with the class and discuss the different parts of the cell and their functions.</p>	<p><b>Career Development (1)</b></p> <p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	<p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	
	<p><b>Integrated Learning (2)</b></p> <p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	<p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	<p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>
	<p><b>Universal Foundation Skills (3a)</b></p> <p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	<p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>	<p><i>1. The student will be able to identify the parts of a cell and their functions.</i></p> <p><i>2. The student will be able to explain how the cell membrane controls what enters and leaves the cell.</i></p> <p><i>3. The student will be able to describe the process of cell division.</i></p>
	<p><b>MATERIALS/RESOURCES</b></p> <p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>
	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>
	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>
	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>
	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>	<p><i>1. Cell diagram worksheet</i></p> <p><i>2. Cell membrane diagram worksheet</i></p> <p><i>3. Cell diagram worksheet</i></p>



# 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:** *15-20 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <ul style="list-style-type: none"> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> <li><input type="radio"/> <i>Students will be able to identify the essential question and explain how it relates to the activity.</i></li> </ul> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>	<p><b>Career Development (1)</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><b>Integrated Learning (2)</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><b>Universal Foundation Skills (3a)</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>	
<p><b>MATERIALS/RESOURCES</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>	<p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>	<p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>
<p><b>COMMENTS/MODIFICATIONS</b></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p> <p><i>Students will be able to identify the essential question and explain how it relates to the activity.</i></p>	<p><b>POSSIBLE&gt;&gt;BD4C[RL8A8eS</b></p>	





# INTERMEDIATE SAMPLE ACTIVITY

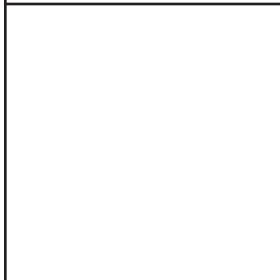
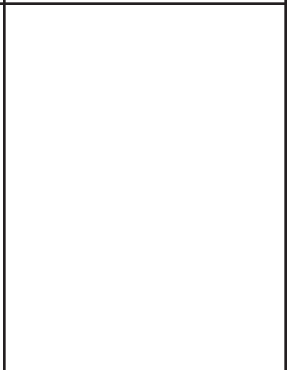
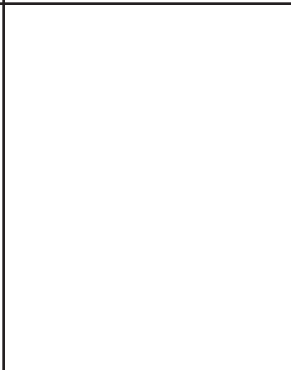
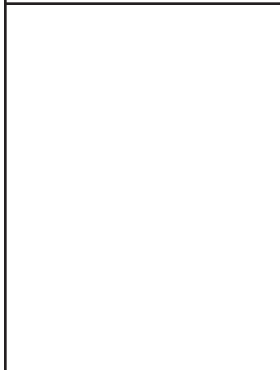
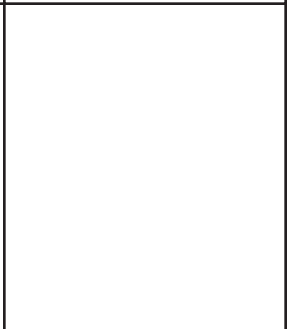
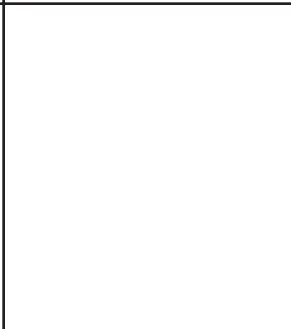
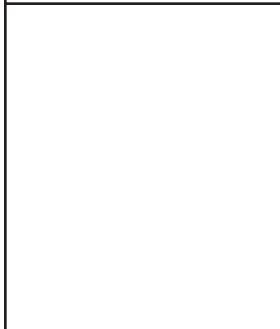
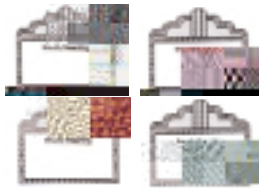
**Essential Question(s):** *How do the physical and chemical properties of a substance determine its uses?*

**Title of Activity:** *Properties of Matter*

GRADE			
5	6	7	8

**Estimated Time:** *30-45 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>Identify and describe the physical and chemical properties of matter.</li> <li>Classify matter as a solid, liquid, or gas.</li> <li>Explain the changes of state of matter.</li> </ul>	INTERMEDIATE STANDARDS	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>The teacher will provide a variety of materials for students to observe and describe. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be divided into groups of four to five. Each group will be given a set of materials to observe and describe. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to identify the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to describe the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to explain the changes of state of matter. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to identify the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to describe the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to explain the changes of state of matter. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to identify the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to describe the physical and chemical properties of the materials. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p> <p><i>Students will be asked to explain the changes of state of matter. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i></p>	Career Development (1)	
		<i>Identify and describe the physical and chemical properties of matter.</i>
		<i>Classify matter as a solid, liquid, or gas.</i>
		<i>Explain the changes of state of matter.</i>
		Integrated Learning (2)
		<i>Identify and describe the physical and chemical properties of matter.</i>
		<i>Classify matter as a solid, liquid, or gas.</i>
		<i>Explain the changes of state of matter.</i>
		Universal Foundation Skills (3a)
		<i>Identify and describe the physical and chemical properties of matter.</i>
		<i>Classify matter as a solid, liquid, or gas.</i>
		<i>Explain the changes of state of matter.</i>
		<i>Identify and describe the physical and chemical properties of matter.</i>
		<i>Classify matter as a solid, liquid, or gas.</i>
		<i>Explain the changes of state of matter.</i>
		<i>Identify and describe the physical and chemical properties of matter.</i>
		<i>Classify matter as a solid, liquid, or gas.</i>
		<i>Explain the changes of state of matter.</i>
MATERIALS/RESOURCES	POSSIBLE STANDARDS CONNECTIONS	
<i>Materials: wood block, metal block, plastic block, glass block, water, oil, alcohol, sugar, salt, vinegar, baking soda, etc.</i>	<i>Identify and describe the physical and chemical properties of matter.</i>	
<i>Resources: textbook, internet, etc.</i>	<i>Classify matter as a solid, liquid, or gas.</i>	
<i>Equipment: balance scale, graduated cylinder, etc.</i>	<i>Explain the changes of state of matter.</i>	
COMMENTS/MODIFICATIONS	SOURCE/CREDIT	
<i>Students may have difficulty identifying the physical and chemical properties of matter. The teacher should provide a list of physical and chemical properties for students to use as a reference.</i>	<i>Copyright © 2018 by Pearson Education, Inc. All rights reserved.</i>	
<i>Students may have difficulty explaining the changes of state of matter. The teacher should provide a list of physical and chemical properties for students to use as a reference.</i>		
ASSESSMENT/EVALUATION		
<i>Students will be assessed on their ability to identify and describe the physical and chemical properties of matter. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i>		
<i>Students will be assessed on their ability to classify matter as a solid, liquid, or gas. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i>		
<i>Students will be assessed on their ability to explain the changes of state of matter. The teacher will ask questions to guide the students in identifying the physical and chemical properties of the materials. The teacher will also provide a list of physical and chemical properties for students to use as a reference.</i>		



# INTERMEDIATE SAMPLE ACTIVITY

**Essential Question(s):** *How do the choices we make today affect our future? How do we make choices that will lead to a successful future?*

**Title of Activity:** *My Future, My Choice*

GRADE			
5	6	7	8

**Estimated Time:** *45 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>1. Analyze the choices we make today and how they affect our future.</i></li> <li><i>2. Evaluate the choices we make today and how they affect our future.</i></li> <li><i>3. Make choices that will lead to a successful future.</i></li> </ul>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>1. Analyze the choices we make today and how they affect our future.</i></li> <li><i>2. Evaluate the choices we make today and how they affect our future.</i></li> <li><i>3. Make choices that will lead to a successful future.</i></li> </ul> <p style="text-align: center;"><i>Career Zone</i></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li><i>1. Analyze the choices we make today and how they affect our future.</i></li> <li><i>2. Evaluate the choices we make today and how they affect our future.</i></li> <li><i>3. Make choices that will lead to a successful future.</i></li> </ul>	<p><b>Career Development (1)</b></p> <p><i>1. Analyze the choices we make today and how they affect our future.</i></p> <p><i>2. Evaluate the choices we make today and how they affect our future.</i></p> <p><i>3. Make choices that will lead to a successful future.</i></p>	<p><i>1. Analyze the choices we make today and how they affect our future.</i></p> <p><i>2. Evaluate the choices we make today and how they affect our future.</i></p> <p><i>3. Make choices that will lead to a successful future.</i></p>
<p><b>MATERIALS/RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>1. Career Zone</i></li> <li><i>2. Career Zone</i></li> <li><i>3. Career Zone</i></li> </ul>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <p><i>1. Analyze the choices we make today and how they affect our future.</i></p>		
<p><b>ASSESSMENT/EVALUATION</b></p> <ul style="list-style-type: none"> <li><i>1. Analyze the choices we make today and how they affect our future.</i></li> <li><i>2. Evaluate the choices we make today and how they affect our future.</i></li> <li><i>3. Make choices that will lead to a successful future.</i></li> </ul>		
<p><b>SOURCE/CREDIT</b></p> <p><i>1. Analyze the choices we make today and how they affect our future.</i></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 a big house with a garden.
- 3. I will live in a big house with a swimming pool.
- 4. I will live in a big house with a swimming pool and a garden.

### What is your life style?

- 1. I will be a rich man.
- 2. I will be a rich man and a famous person.
- 3. I will be a rich man and a famous person and a successful businessman.
- 4. I will be a rich man and a famous person and a successful businessman and a successful politician.

### What kind of career do you have?

- 1. I will be a doctor.
- 2. I will be a doctor and a successful businessman.
- 3. I will be a doctor and a successful businessman and a successful politician.
- 4. I will be a doctor and a successful businessman and a successful politician and a successful lawyer.
- 5. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge.
- 6. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge and a successful judge.
- 7. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge and a successful judge and a successful judge.
- 8. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge and a successful judge and a successful judge and a successful judge.
- 9. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge and a successful judge and a successful judge and a successful judge and a successful judge.
- 10. I will be a doctor and a successful businessman and a successful politician and a successful lawyer and a successful judge and a successful judge and a successful judge and a successful judge and a successful judge and a successful judge.





1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability, particularly in financial reporting and auditing. The text notes that proper record-keeping allows for the identification of trends, anomalies, and potential areas of concern.

2. The second part of the text focuses on the role of internal controls in preventing fraud and errors. It highlights that a robust system of internal controls is essential for safeguarding an organization's assets and ensuring the integrity of its financial statements. The text suggests that these controls should be designed to minimize the risk of misstatements and provide a clear framework for the organization's operations.

3. The final part of the text addresses the importance of regular audits and reviews. It states that these processes are vital for verifying the accuracy of the records and the effectiveness of the internal controls. The text concludes by noting that a commitment to high standards of record-keeping and internal control is fundamental to the long-term success and sustainability of any organization.

# INTERMEDIATE SAMPLE ACTIVITY

**Essential Question(s):** *How do the physical and chemical properties of a substance determine its uses?*

**Title of Activity:** *Properties of Matter*

GRADE			
5	6	7	8

**Estimated Time:** *15 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>1. Students will observe and describe the physical and chemical properties of various substances. They will compare and contrast these properties and determine how they affect the substances' uses.</i></p> <p><i>2. Students will identify the physical and chemical changes that occur during the transformation of matter. They will describe the evidence of these changes and explain the underlying processes.</i></p> <p><i>3. Students will understand the relationship between the physical and chemical properties of a substance and its uses. They will evaluate the suitability of different materials for specific applications based on their properties.</i></p> <p><i>4. Students will investigate the conservation of mass in physical and chemical changes. They will design and conduct experiments to measure mass before and after a change and explain the results.</i></p> <p><i>5. Students will understand the relationship between the physical and chemical properties of a substance and its uses. They will evaluate the suitability of different materials for specific applications based on their properties.</i></p> <p><i>6. Students will investigate the conservation of mass in physical and chemical changes. They will design and conduct experiments to measure mass before and after a change and explain the results.</i></p> <p><i>7. Students will understand the relationship between the physical and chemical properties of a substance and its uses. They will evaluate the suitability of different materials for specific applications based on their properties.</i></p> <p><i>8. Students will investigate the conservation of mass in physical and chemical changes. They will design and conduct experiments to measure mass before and after a change and explain the results.</i></p> <p><i>9. Students will understand the relationship between the physical and chemical properties of a substance and its uses. They will evaluate the suitability of different materials for specific applications based on their properties.</i></p> <p><i>10. Students will investigate the conservation of mass in physical and chemical changes. They will design and conduct experiments to measure mass before and after a change and explain the results.</i></p> <p><i>11. Students will understand the relationship between the physical and chemical properties of a substance and its uses. They will evaluate the suitability of different materials for specific applications based on their properties.</i></p> <p><i>12. Students will investigate the conservation of mass in physical and chemical changes. They will design and conduct experiments to measure mass before and after a change and explain the results.</i></p>	<p><b>Career Development (1)</b></p> <p><i>1. Students will understand the importance of safety in the laboratory and in everyday life.</i></p> <p><i>2. Students will understand the importance of following directions and procedures.</i></p> <p><i>3. Students will understand the importance of teamwork and communication.</i></p> <p><i>4. Students will understand the importance of problem-solving and critical thinking.</i></p>		
	<p><b>Integrated Learning (2)</b></p> <p><i>1. Students will understand the relationship between science and technology.</i></p> <p><i>2. Students will understand the relationship between science and society.</i></p> <p><i>3. Students will understand the relationship between science and the environment.</i></p> <p><i>4. Students will understand the relationship between science and health.</i></p>		
	<p><b>Universal Foundation Skills (3a)</b></p> <p><i>1. Students will understand the importance of reading and writing.</i></p> <p><i>2. Students will understand the importance of speaking and listening.</i></p> <p><i>3. Students will understand the importance of thinking and problem-solving.</i></p> <p><i>4. Students will understand the importance of self-management and social skills.</i></p>		
	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p> <p><i>1. Science: Matter and Its Properties</i></p> <p><i>2. Science: Physical and Chemical Changes</i></p> <p><i>3. Science: Conservation of Mass</i></p> <p><i>4. Science: Properties of Matter</i></p> <p><i>5. Science: States of Matter</i></p> <p><i>6. Science: Mixtures and Solutions</i></p> <p><i>7. Science: Acids and Bases</i></p> <p><i>8. Science: Metals and Nonmetals</i></p> <p><i>9. Science: The Periodic Table of Elements</i></p> <p><i>10. Science: Matter and Its Properties</i></p> <p><i>11. Science: Physical and Chemical Changes</i></p> <p><i>12. Science: Conservation of Mass</i></p>		
	<p><b>MATERIALS/RESOURCES</b></p> <p><i>1. Various substances (e.g., water, oil, salt, sugar, sand, iron filings, copper filings, aluminum foil, paper, plastic, wood, metal, glass, etc.)</i></p> <p><i>2. Containers (e.g., beakers, test tubes, graduated cylinders, etc.)</i></p> <p><i>3. Tools (e.g., balance scale, thermometer, etc.)</i></p> <p><i>4. Safety equipment (e.g., goggles, gloves, etc.)</i></p>		
	<p><b>COMMENTS/MODIFICATIONS</b></p> <p><i>1. This activity can be adapted for different grade levels by changing the complexity of the substances and the questions.</i></p> <p><i>2. This activity can be adapted for different learning styles by using different materials and methods.</i></p> <p><i>3. This activity can be adapted for different interests by choosing different substances and questions.</i></p>		
	<p><b>ASSESSMENT/EVALUATION</b></p> <p><i>1. Observation of student participation and understanding.</i></p> <p><i>2. Student responses to questions and problems.</i></p> <p><i>3. Student work on projects and assignments.</i></p> <p><i>4. Student self-reflection and peer evaluation.</i></p>		
	<p><b>SOURCE/CREDIT</b></p> <p><i>1. Adapted from various sources.</i></p> <p><i>2. Copyright © 2010 by Pearson Education, Inc.</i></p>		




THE UNIVERSITY OF  
THE SOUTH PACIFIC  
SCHOOL OF DISTANCE EDUCATION  
DEPARTMENT OF EDUCATION  
AND COMMUNICATIONS

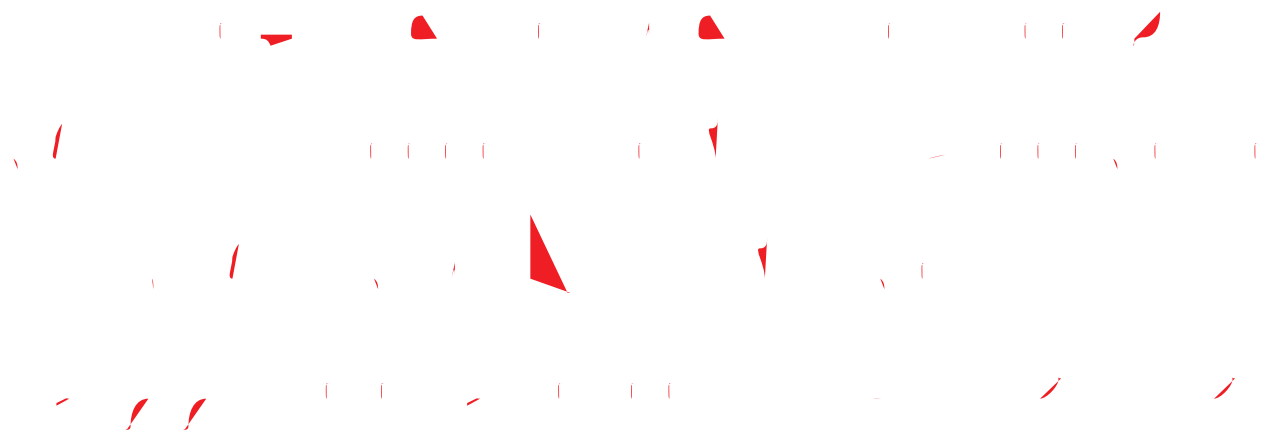














11/11/2019 11:11:11 AM

11/11/2019 11:11:11 AM

11/11/2019 11:11:11 AM

**R** 11/11/2019 11:11:11 AM

- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM
- 11/11/2019 11:11:11 AM

**R** 11/11/2019 11:11:11 AM

**R** 11/11/2019 11:11:11 AM

11/11/2019 11:11:11 AM

11/11/2019


11/11/2019

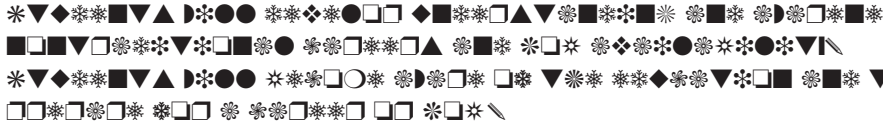

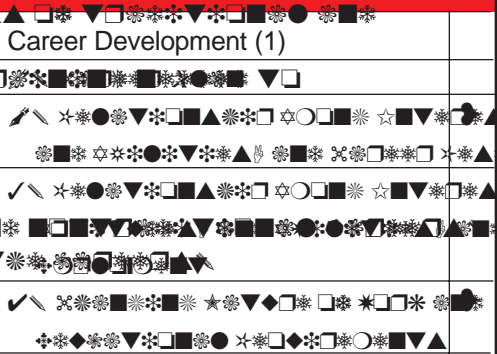
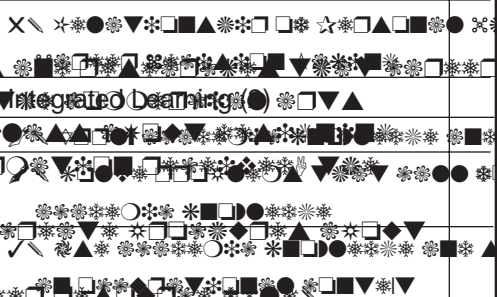

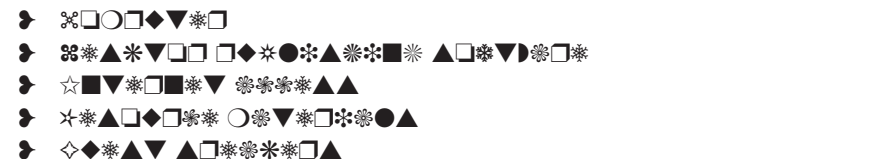
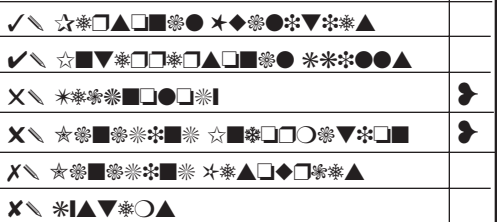
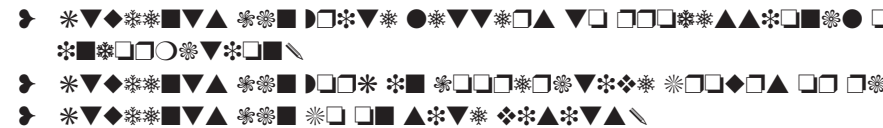
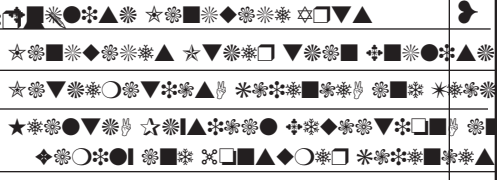

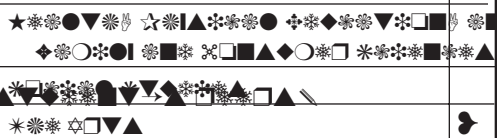

# INTERMEDIATE SAMPLE ACTIVITY

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><b>DESCRIPTION OF ACTIVITY</b></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><b>MATERIALS/RESOURCES</b></p> <p></p>	<p></p>
<p><b>COMMENTS/MODIFICATIONS</b></p> <p></p>	<p style="background-color: #e91e63; color: white; padding: 2px;">POSSIBLE STANDARDS CONNECTIONS</p> <p></p>
<p><b>ASSESSMENT/EVALUATION</b></p> <p></p>	<p></p>
<p><b>SOURCE/CREDIT</b></p> <p></p>	













1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in financial reporting.

2. The second part of the text focuses on the role of internal controls in preventing fraud and errors. It highlights that a robust system of internal controls is essential for protecting the organization's assets and ensuring the integrity of its financial statements.

3. The third part of the text addresses the need for regular audits and reviews. It states that these processes are vital for identifying potential weaknesses in the financial reporting system and for ensuring that the organization is in compliance with all relevant regulations and standards.

4. The fourth part of the text discusses the importance of maintaining up-to-date financial information. It notes that this is necessary for making informed decisions and for providing accurate information to stakeholders.

5. The fifth part of the text concludes by emphasizing the overall importance of financial reporting and the need for a strong, reliable system to support it.



## QUESTION 1 (10 marks)

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

**TASK:** Calculate the price elasticity of demand at the point where the price of the good is \$100 and the quantity demanded is 100 units.



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.

2. The second part of the text focuses on the role of internal controls in preventing fraud and errors. It highlights that a robust system of internal controls is necessary to safeguard the organization's assets and ensure the integrity of its financial statements.

3. The third part of the text addresses the need for regular audits and reviews. It states that independent audits provide an objective assessment of the organization's financial health and help identify areas for improvement.

4. The fourth part of the text discusses the importance of staying up-to-date with changes in accounting standards and regulations. It notes that organizations must adapt to these changes to ensure compliance and maintain the accuracy of their financial reporting.


**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.

