



# A MESSAGE TO INTERMEDIATE TEACHERS

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2011-12-13-14-15-16

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# CORE CURRICULUM

The core curriculum is designed to provide students with a strong foundation in the basic skills and knowledge necessary for success in the workforce. The core curriculum is designed to be flexible and adaptable to the needs of the local economy and the needs of the students. The core curriculum is designed to be challenging and to provide students with the opportunity to learn and grow. The core curriculum is designed to be relevant and to provide students with the skills and knowledge they need to succeed in the workforce.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Identify and describe 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 how career research can help identify personal interests, skills and abilities.
- 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 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 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. 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 how successful employment can help identify personal interests, skills and abilities.
  - 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 identify personal interests, skills and abilities?



# Intermediate Standard 3a: Universal Foundation Skills

Students will be able to understand and use a variety of digital tools, platforms, and applications to research, create, and communicate information.

## ***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. *Identify the main idea and supporting details in a text.* **reading** *Identify the main idea and supporting details in a text.*

2. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

3. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

4. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

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31. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

32. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

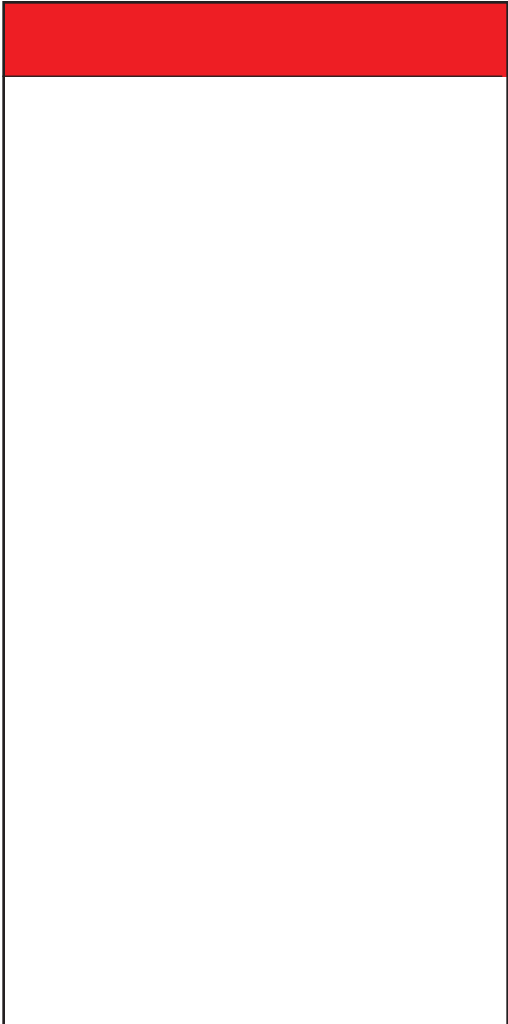
33. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

34. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

35. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

36. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*

37. *Identify the main idea and supporting details in a text.* *Identify the main idea and supporting details in a text.*









## ***MANAGING INFORMATION***

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

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# 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

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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.

$x^2 + y^2 = 0$  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

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

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

# INTERMEDIATE ESSENTIAL QUESTIONS/SAMPLE ACTIVITIES OVERVIEW

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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?			

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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:** *15 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS		
	<p><i>Students will be able to...</i></p>		
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p> <p><i>3. Students will be able to...</i></p> <p><i>4. Students will be able to...</i></p> <p><i>5. Students will be able to...</i></p> <p><i>6. Students will be able to...</i></p> <p><i>7. Students will be able to...</i></p> <p><i>8. Students will be able to...</i></p> <p><i>9. Students will be able to...</i></p> <p><i>10. Students will be able to...</i></p>	<p><b>Career Development (1)</b></p> <p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p>	<p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p>	
	<p><b>Integrated Learning (2)</b></p> <p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p> <p><i>3. Students will be able to...</i></p>	<p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p> <p><i>3. Students will be able to...</i></p>	
	<p><b>Universal Foundation Skills (3a)</b></p> <p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p>	<p><i>1. Students will be able to...</i></p> <p><i>2. Students will be able to...</i></p>	
	<p><b>MATERIALS/RESOURCES</b></p> <p><i>1. Students will be able to...</i></p>		









# INTERMEDIATE SAMPLE ACTIVITY

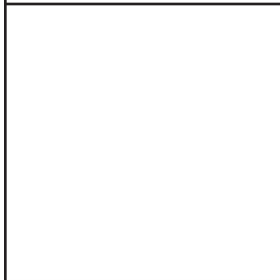
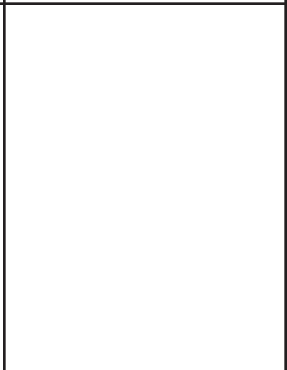
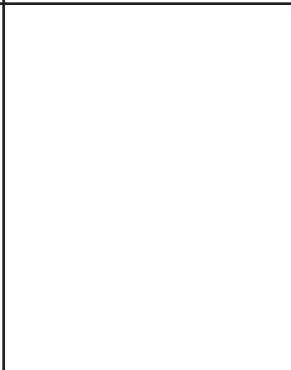
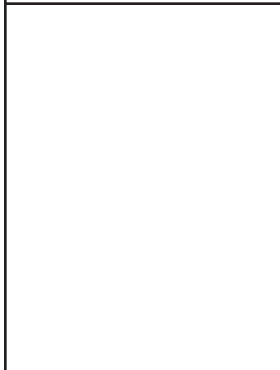
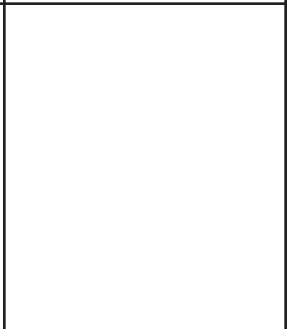
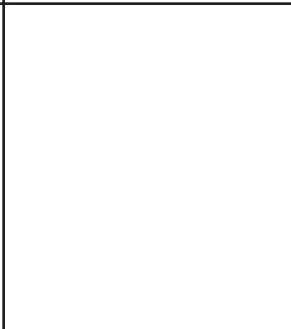
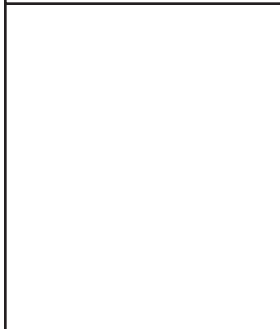
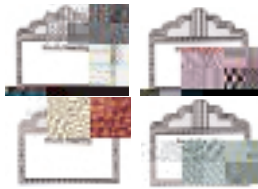
**Essential Question(s):**

**Title of Activity:**

GRADE			
5	6	7	8

**Estimated Time:**

OBJECTIVE(S)	INTERMEDIATE STANDARDS
<p>1. The student will be able to...</p> <p>2. The student will be able to...</p> <p>3. The student will be able to...</p>	<p><b>Career Development (1)</b></p> <p>1. Career Development (1) - 1</p> <p>2. Career Development (1) - 2</p> <p>3. Career Development (1) - 3</p> <p>4. Career Development (1) - 4</p> <p>5. Career Development (1) - 5</p> <p>6. Career Development (1) - 6</p> <p>7. Career Development (1) - 7</p> <p>8. Career Development (1) - 8</p>
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>1. The student will be able to...</p> <p>2. The student will be able to...</p> <p>3. The student will be able to...</p> <p>4. The student will be able to...</p> <p>5. The student will be able to...</p> <p>6. The student will be able to...</p> <p>7. The student will be able to...</p> <p>8. The student will be able to...</p> <p>9. The student will be able to...</p> <p>10. The student will be able to...</p> <p>11. The student will be able to...</p> <p>12. The student will be able to...</p> <p>13. The student will be able to...</p> <p>14. The student will be able to...</p> <p>15. The student will be able to...</p> <p>16. The student will be able to...</p> <p>17. The student will be able to...</p> <p>18. The student will be able to...</p> <p>19. The student will be able to...</p> <p>20. The student will be able to...</p>	<p><b>Integrated Learning (2)</b></p> <p>1. Integrated Learning (2) - 1</p> <p>2. Integrated Learning (2) - 2</p> <p>3. Integrated Learning (2) - 3</p> <p>4. Integrated Learning (2) - 4</p> <p>5. Integrated Learning (2) - 5</p> <p>6. Integrated Learning (2) - 6</p> <p>7. Integrated Learning (2) - 7</p> <p>8. Integrated Learning (2) - 8</p> <p>9. Integrated Learning (2) - 9</p> <p>10. Integrated Learning (2) - 10</p> <p>11. Integrated Learning (2) - 11</p> <p>12. Integrated Learning (2) - 12</p> <p>13. Integrated Learning (2) - 13</p> <p>14. Integrated Learning (2) - 14</p> <p>15. Integrated Learning (2) - 15</p> <p>16. Integrated Learning (2) - 16</p> <p>17. Integrated Learning (2) - 17</p> <p>18. Integrated Learning (2) - 18</p> <p>19. Integrated Learning (2) - 19</p> <p>20. Integrated Learning (2) - 20</p>
<p><b>MATERIALS/RESOURCES</b></p> <p>1. Materials/Resource 1</p> <p>2. Materials/Resource 2</p> <p>3. Materials/Resource 3</p> <p>4. Materials/Resource 4</p>	<p><b>Universal Foundation Skills (3a)</b></p> <p>1. Universal Foundation Skills (3a) - 1</p> <p>2. Universal Foundation Skills (3a) - 2</p> <p>3. Universal Foundation Skills (3a) - 3</p> <p>4. Universal Foundation Skills (3a) - 4</p> <p>5. Universal Foundation Skills (3a) - 5</p> <p>6. Universal Foundation Skills (3a) - 6</p> <p>7. Universal Foundation Skills (3a) - 7</p> <p>8. Universal Foundation Skills (3a) - 8</p> <p>9. Universal Foundation Skills (3a) - 9</p> <p>10. Universal Foundation Skills (3a) - 10</p> <p>11. Universal Foundation Skills (3a) - 11</p> <p>12. Universal Foundation Skills (3a) - 12</p> <p>13. Universal Foundation Skills (3a) - 13</p> <p>14. Universal Foundation Skills (3a) - 14</p> <p>15. Universal Foundation Skills (3a) - 15</p>
<p><b>COMMENTS/MODIFICATIONS</b></p> <p>1. Comment/Modification 1</p> <p>2. Comment/Modification 2</p> <p>3. Comment/Modification 3</p>	<p><b>POSSIBLE STANDARDS CONNECTIONS</b></p> <p>1. Possible Standards Connection 1</p> <p>2. Possible Standards Connection 2</p> <p>3. Possible Standards Connection 3</p>
<p><b>ASSESSMENT/EVALUATION</b></p> <p>1. Assessment/Evaluation 1</p> <p>2. Assessment/Evaluation 2</p>	<p><b>SOURCE/CREDIT</b></p> <p>1. Source/Credit 1</p> <p>2. Source/Credit 2</p>



# INTERMEDIATE SAMPLE ACTIVITY

**Essential Question(s):** How does the world of work change over time?

**Title of Activity:** Career Zone

GRADE			
5	6	7	8

**Estimated Time:** 100 minutes

OBJECTIVE(S)	INTERMEDIATE STANDARDS		
<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p> <p>3. Analyze how the world of work changes over time.</p>			
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p> <p style="text-align: center;"><i>Career Zone</i></p> <p>3. Analyze how the world of work changes over time.</p> <p>4. Analyze how the world of work changes over time.</p> <p>5. Analyze how the world of work changes over time.</p> <p>6. Analyze how the world of work changes over time.</p> <p>7. Analyze how the world of work changes over time.</p> <p>8. Analyze how the world of work changes over time.</p> <p>9. Analyze how the world of work changes over time.</p> <p>10. Analyze how the world of work changes over time.</p> <p>11. Analyze how the world of work changes over time.</p> <p>12. Analyze how the world of work changes over time.</p>	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>	
	<b>Career Development (1)</b>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<b>Integrated Learning (2)</b>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<b>Universal Foundation Skills (3a)</b>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
	<p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p>		
<p><b>MATERIALS/RESOURCES</b></p> <p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p> <p>3. Analyze how the world of work changes over time.</p> <p>4. Analyze how the world of work changes over time.</p>		<b>POSSIBLE STANDARDS CONNECTIONS</b>	
<p><b>COMMENTS/MODIFICATIONS</b></p> <p>1. Analyze how the world of work changes over time.</p>			
<p><b>ASSESSMENT/EVALUATION</b></p> <p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</p> <p>3. Analyze how the world of work changes over time.</p>			
<p><b>SOURCE/CREDIT</b></p> <p>1. Analyze how the world of work changes over time.</p> <p>2. Analyze how the world of work changes over time.</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. 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, which can be addressed proactively.

2. The second part of the text focuses on the role of technology in streamlining record-keeping processes. It highlights how digital tools and software solutions can significantly reduce the risk of human error and improve the efficiency of data collection and storage. The text suggests that organizations should invest in robust IT infrastructure to support their record-keeping needs and ensure that data is secure and accessible.

3. The third part of the text addresses the importance of regular audits and reviews. It states that periodic audits are essential for verifying the accuracy and integrity of the records. The text also mentions that audits can help identify weaknesses in internal controls and provide valuable feedback for process improvement. Organizations are encouraged to conduct both internal and external audits to maintain the highest standards of accuracy and reliability.

# INTERMEDIATE SAMPLE ACTIVITY

**Essential Question(s):** *How do the structures and functions of the cell relate to the flow of genetic information?*

**Title of Activity:** *Cell Structure and Function*

GRADE			
5	6	7	8

**Estimated Time:** *45 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS																																								
<p><i>Students will be able to describe the structure and function of the cell.</i></p> <p><i>Students will be able to explain the flow of genetic information.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th colspan="2">Career Development (1)</th> </tr> </thead> <tbody> <tr> <td style="width: 80%;"><i>Identify the structure and function of the cell.</i></td> <td style="width: 20%;"></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td><i>Describe the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e91e63; color: white;">Integrated Learning (2)</td> </tr> <tr> <td><i>Identify the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td><i>Describe the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e91e63; color: white;">Universal Foundation Skills (3a)</td> </tr> <tr> <td><i>Identify the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td><i>Describe the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td colspan="2" style="background-color: #e91e63; color: white;">POSSIBLE STANDARDS CONNECTIONS</td> </tr> <tr> <td><i>Identify the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> <tr> <td><i>Describe the structure and function of the cell.</i></td> <td></td> </tr> <tr> <td><i>Explain the flow of genetic information.</i></td> <td></td> </tr> </tbody> </table>	Career Development (1)		<i>Identify the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		<i>Describe the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		Integrated Learning (2)		<i>Identify the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		<i>Describe the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		Universal Foundation Skills (3a)		<i>Identify the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		<i>Describe the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		POSSIBLE STANDARDS CONNECTIONS		<i>Identify the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>		<i>Describe the structure and function of the cell.</i>		<i>Explain the flow of genetic information.</i>	
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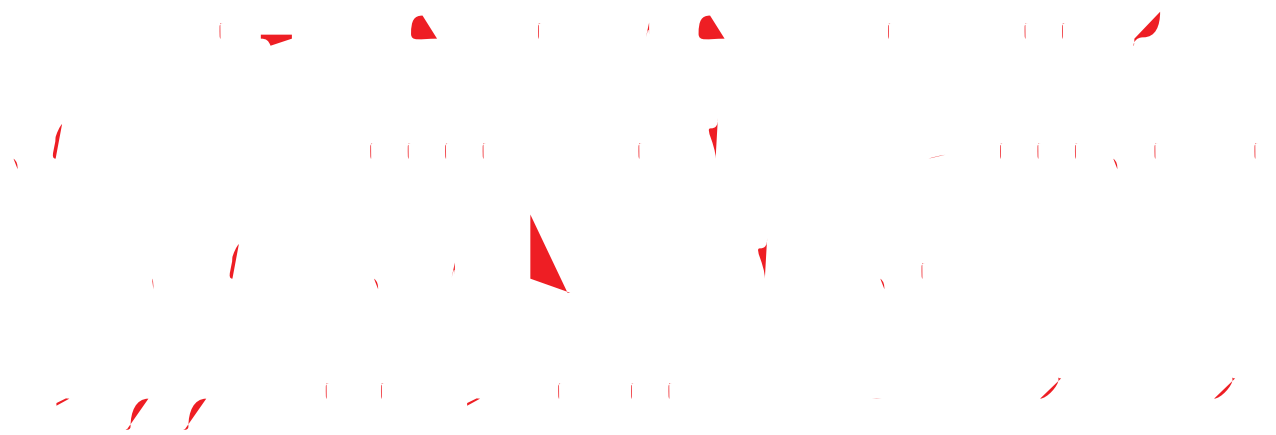
2. The second part of the document outlines the various methods and techniques used to collect and analyze data. It highlights the need for rigorous data collection processes and the use of appropriate statistical tools to interpret the results.













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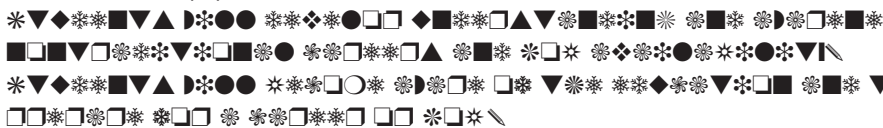

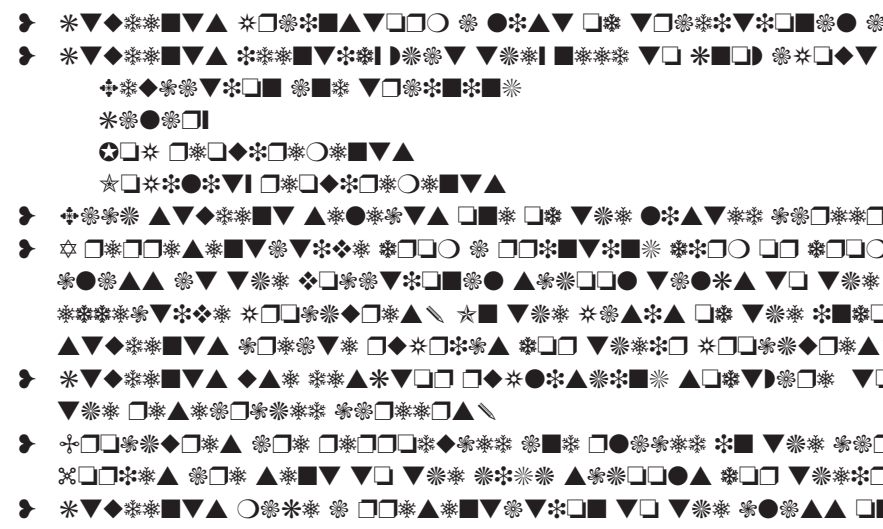
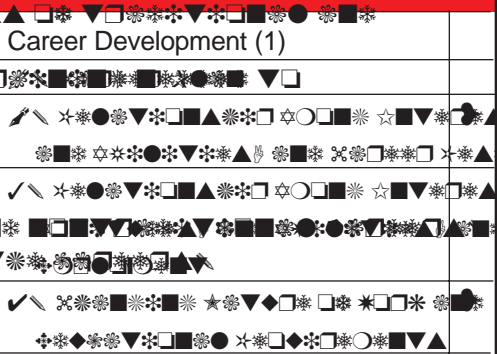
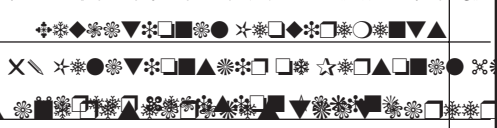

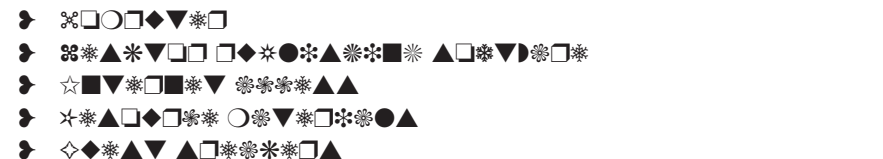
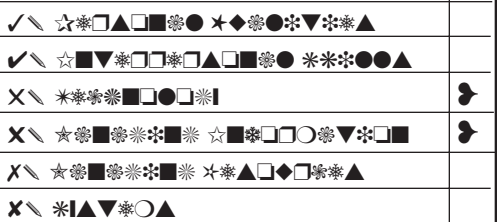
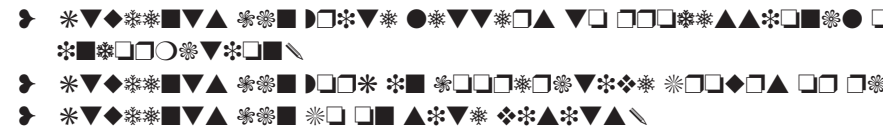
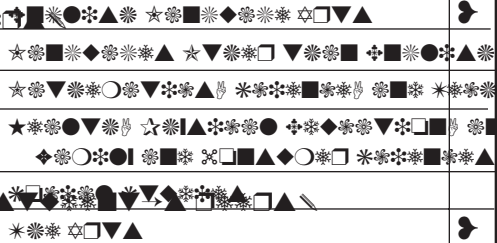

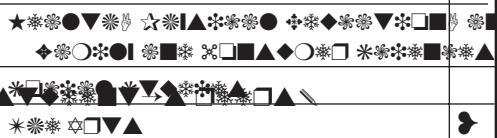

# INTERMEDIATE SAMPLE ACTIVITY

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>
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<p><b>ASSESSMENT/EVALUATION</b></p> <p></p>	<p></p>
<p><b>SOURCE/CREDIT</b></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	
<p><b>DESCRIPTION OF ACTIVITY</b></p> <p>1. Students will be able to describe the structure of a cell and the organelles within it.</p> <p>2. Students will be able to explain the function of each organelle.</p> <p>3. Students will be able to identify the organelles involved in cellular respiration.</p> <p>4. Students will be able to describe the process of cellular respiration.</p> <p>5. Students will be able to explain the relationship between cellular respiration and photosynthesis.</p> <p>6. Students will be able to identify the organelles involved in photosynthesis.</p> <p>7. Students will be able to describe the process of photosynthesis.</p> <p>8. Students will be able to explain the relationship between cellular respiration and photosynthesis.</p> <p>9. Students will be able to identify the organelles involved in cellular respiration.</p> <p>10. Students will be able to describe the process of cellular respiration.</p> <p>11. Students will be able to explain the relationship between cellular respiration and photosynthesis.</p> <p>12. Students will be able to identify the organelles involved in photosynthesis.</p> <p>13. Students will be able to describe the process of photosynthesis.</p> <p>14. Students will be able to explain the relationship between cellular respiration and photosynthesis.</p> <p>15. Students will be able to identify the organelles involved in cellular respiration.</p>	<b>Career Development (1)</b>	
	<b>Integrated Learning (2)</b>	
	<b>Universal Foundation Skills (3a)</b>	
	<b>POSSIBLE STANDARDS CONNECTIONS</b>	
	<b>COMMENTS/MODIFICATIONS</b>	
	<b>ASSESSMENT/EVALUATION</b>	
	<b>SOURCE/CREDIT</b>	







1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent data collection practices and the use of advanced analytical techniques to derive meaningful insights from the data.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and analysis processes, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that the data remains reliable and secure throughout its lifecycle.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that the data management processes remain effective and aligned with the organization's goals.



## 1. Introduction

The purpose of this report is to analyze the impact of the new regulations on the company's operations. The report will cover the following areas:

**TASK:** The task is to identify the key areas affected by the regulations and to provide recommendations for the company's response.



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 assets and ensure the integrity of financial data.

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 compliance with applicable laws and regulations.

4. The fourth part of the text discusses the importance of communication and collaboration between different departments. It notes that effective communication is key to identifying potential risks and opportunities for improvement.

5. The fifth part of the text concludes by emphasizing the overall goal of financial management: to maximize the value of the organization while minimizing risk. It stresses that this goal can only be achieved through a combination of sound financial practices and strong internal controls.


**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.

