



A MESSAGE TO INTERMEDIATE TEACHERS

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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 individual students and schools. The core curriculum is designed to be a foundation for the development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing.

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.

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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 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 a variety of media, including print, digital, and multimedia, to communicate and solve problems.

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. **Reading** reading *text* *text* *text*

2. **Writing** *text* *text* *text*

3. **Speaking** *text* *text* *text*

4. **Listening** *text* *text* *text*

5. **Thinking** *text* *text* *text*

6. **Problem Solving** *text* *text* *text*

7. **Communication** *text* *text* *text*

8. **Collaboration** *text* *text* *text*

9. **Self-Management** *text* *text* *text*

10. **Personal Growth** *text* *text* *text*

11. **Global Awareness** *text* *text* *text*

12. **Civic Participation** *text* *text* *text*

13. **Health and Wellness** *text* *text* *text*

14. **Environmental Awareness** *text* *text* *text*

15. **Arts and Culture** *text* *text* *text*

16. **Physical Education** *text* *text* *text*

17. **Foreign Languages** *text* *text* *text*

18. **Information Technology** *text* *text* *text*

19. **Mathematics** *text* *text* *text*

20. **Science** *text* *text* *text*

21. **Social Studies** *text* *text* *text*

22. **History** *text* *text* *text*

23. **Geography** *text* *text* *text*

24. **Government** *text* *text* *text*

25. **Law** *text* *text* *text*

26. **Economics** *text* *text* *text*

27. **Business** *text* *text* *text*

28. **Health** *text* *text* *text*

29. **Physical Education** *text* *text* *text*

30. **Foreign Languages** *text* *text* *text*

31. **Information Technology** *text* *text* *text*

32. **Mathematics** *text* *text* *text*

33. **Science** *text* *text* *text*

34. **Social Studies** *text* *text* *text*

35. **History** *text* *text* *text*

36. **Geography** *text* *text* *text*

37. **Government** *text* *text* *text*

38. **Law** *text* *text* *text*

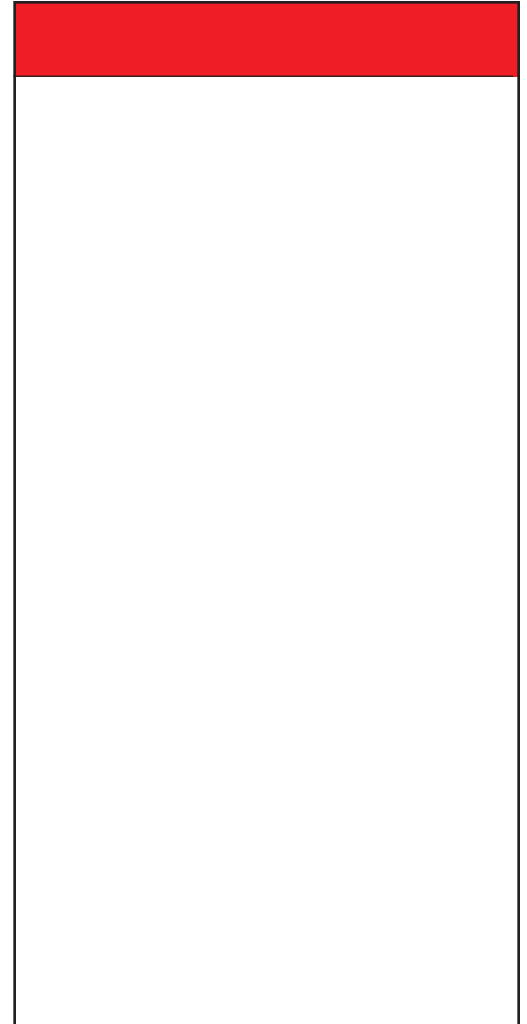
39. **Economics** *text* *text* *text*

40. **Business** *text* *text* *text*

41. **Health** *text* *text* *text*

42. **Physical Education** *text* *text* *text*

43. **Foreign Languages** *text* *text* *text*



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:

- ✓ $\log_2 8 = 3$
- ✓ $\log_2 16 = 4$
- ✓ $\log_2 32 = 5$
- ✓ $\log_2 64 = 6$
- ✓ $\log_2 128 = 7$
- ✓ $\log_2 256 = 8$

2. The following are true:

- ✓ $\log_2 2 = 1$
 - ✓ $\log_2 4 = 2$
 - ✓ $\log_2 8 = 3$
 - ✓ $\log_2 16 = 4$
 - ✓ $\log_2 32 = 5$
 - ✓ $\log_2 64 = 6$
 - ✓ $\log_2 128 = 7$
 - ✓ $\log_2 256 = 8$
-

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 produce energy? How do cells use energy to grow and reproduce? How do cells use energy to move and respond to their environment?*

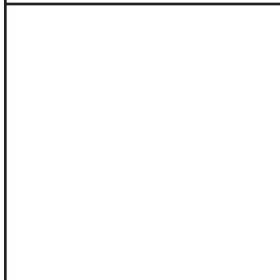
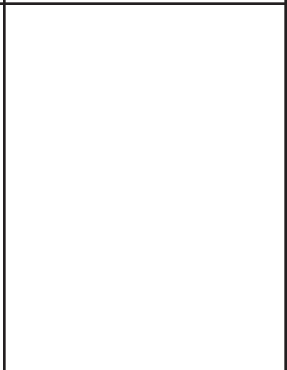
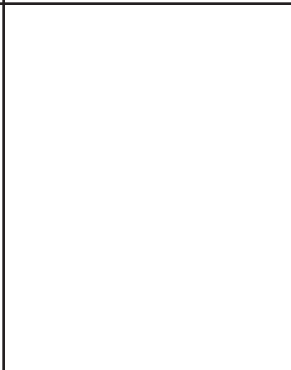
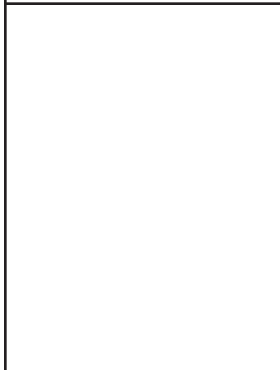
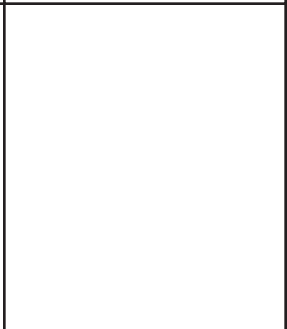
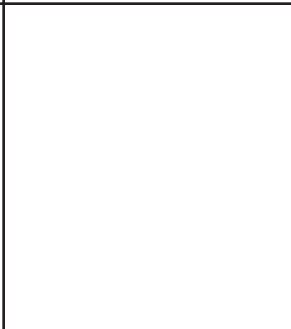
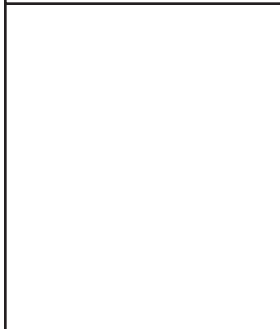
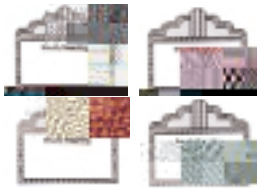
Title of Activity: *Cellular Respiration: The Energy of Life*

GRADE			
5	6	7	8

Estimated Time: *1-2 class periods*

OBJECTIVE(S)	INTERMEDIATE STANDARDS	
<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <i>1. describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i> <i>2. explain the role of each organelle in the cell.</i> <i>3. compare and contrast the structure and function of plant and animal cells.</i> 		
<p>DESCRIPTION OF ACTIVITY</p> <ul style="list-style-type: none"> <i>1. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i> <i>2. Students will be able to explain the role of each organelle in the cell.</i> <i>3. Students will be able to compare and contrast the structure and function of plant and animal cells.</i> <i>4. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i> <i>5. Students will be able to explain the role of each organelle in the cell.</i> <i>6. Students will be able to compare and contrast the structure and function of plant and animal cells.</i> <i>7. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i> <i>8. Students will be able to explain the role of each organelle in the cell.</i> <i>9. Students will be able to compare and contrast the structure and function of plant and animal cells.</i> <i>10. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i> <i>11. Students will be able to explain the role of each organelle in the cell.</i> <i>12. Students will be able to compare and contrast the structure and function of plant and animal cells.</i> 	<p>Career Development (1)</p> <p><i>1. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i></p> <p><i>2. Students will be able to explain the role of each organelle in the cell.</i></p> <p><i>3. Students will be able to compare and contrast the structure and function of plant and animal cells.</i></p> <p>Integrated Learning (2)</p> <p><i>1. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i></p> <p><i>2. Students will be able to explain the role of each organelle in the cell.</i></p> <p><i>3. Students will be able to compare and contrast the structure and function of plant and animal cells.</i></p> <p>Universal Foundation Skills (3a)</p> <p><i>1. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i></p> <p><i>2. Students will be able to explain the role of each organelle in the cell.</i></p> <p><i>3. Students will be able to compare and contrast the structure and function of plant and animal cells.</i></p>	<p><i>1. Students will be able to describe the structure and function of the cell membrane, nucleus, mitochondria, and chloroplasts.</i></p> <p><i>2. Students will be able to explain the role of each organelle in the cell.</i></p> <p><i>3. Students will be able to compare and contrast the structure and function of plant and animal cells.</i></p>
<p>MATERIALS/RESOURCES</p> <ul style="list-style-type: none"> <i>1. Microscope</i> <i>2. Microscope slides</i> <i>3. Microscope coverslips</i> <i>4. Onion skin</i> <i>5. Elodea leaves</i> <i>6. Iodine solution</i> <i>7. Methylene blue</i> <i>8. Water</i> <i>9. Sugar</i> <i>10. Yeast</i> <i>11. Balloon</i> <i>12. Test tube</i> <i>13. Test tube rack</i> <i>14. Pipette</i> <i>15. Dropper</i> <i>16. Paper towel</i> <i>17. Safety goggles</i> <i>18. Lab apron</i> 		





Name _____

Class _____ Date _____

MY FUTURE FANTASY

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

Where are you living?

- 1. Where are you living?
- 2. How do you like your living place?
- 3. Why do you like it?
- 4. How do you like your living place?

What is your life style?

- 1. How do you spend your time?
- 2. How do you spend your time?
- 3. How do you spend your time?
- 4. How do you spend your time?
- 5. How do you spend your time?

What kind of career do you have?

- 1. What kind of career do you have?
- 2. How do you like your career?
- 3. How do you like your career?
- 4. How do you like your career?
- 5. How do you like your career?
- 6. How do you like your career?
- 7. How do you like your career?
- 8. How do you like your career?
- 9. How do you like your career?
- 10. How do you like your career?

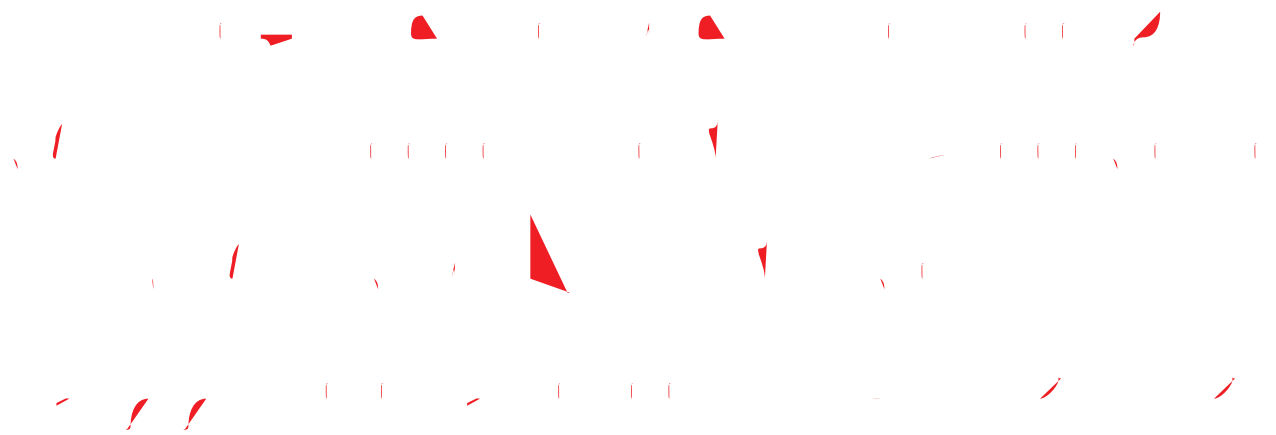
1. The first part of the text discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that proper record-keeping is essential for ensuring transparency and accountability in financial reporting.

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 are crucial for verifying the accuracy of financial data and providing an objective assessment of the organization's financial health.

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 ensuring that all stakeholders are informed and aligned with the organization's financial goals.

5. The fifth part of the text concludes by emphasizing the overall importance of financial management in achieving long-term success. It states that a strong financial foundation is essential for any organization looking to grow and thrive in a competitive market.



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INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s): *How do the properties of matter change as the state of matter changes? How do the properties of matter change as the state of matter changes?*

Title of Activity: *Phase Changes and Properties of Matter*

GRADE			
5	6	7	8

Estimated Time: *150 minutes*

OBJECTIVE(S)	INTERMEDIATE STANDARDS																																																																																																																																																																																																										
<p><i>Students will be able to describe the properties of matter and how they change as the state of matter changes.</i></p> <p><i>Students will be able to describe the properties of matter and how they change as the state of matter changes.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e91e63; color: white;"> <th colspan="2" style="text-align: left; padding: 5px;">Career Development (1)</th> </tr> </thead> <tbody> <tr> <td style="width: 90%; padding: 5px;"><i>1.1.1</i></td> <td style="width: 10%; padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>1.1.2</i></td> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>1.1.3</i></td> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;"><i>1.1.4</i></td> <td style="padding: 5px;"><input checked="" type="checkbox"/></td> </tr> 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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 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 analytics 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 processing, 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.

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 up-to-date.



QUESTION 1 (10 MARKS)

Figure 1 shows the demand curve for a good. The vertical axis represents price and the horizontal axis represents quantity. The demand curve is downward sloping and linear, starting at a price of 100 and a quantity of 0, and ending at a price of 0 and a quantity of 100.

TASK: Calculate the consumer surplus for this good when the price is 50.

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 crucial for identifying potential risks and opportunities, and for ensuring that all stakeholders are aligned with the organization's goals.

5. The fifth part of the text concludes by emphasizing the overall importance of financial management in achieving long-term success. It states that a strong financial foundation is essential for sustainable growth and the ability to withstand economic challenges.

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.

