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# **TEACHING**

## **NC-State-General-Curriculum**

**NC State General Curriculum (003)**



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## Question: 1

Since the 1920s, there has been a cycle or scope and sequence for the teaching of social studies. This is based on a student's experience of their environment. Which is the correct term for this type of scope and sequence?

- A. Expanding horizon approach
- B. Environmental awareness approach
- C. Concentric circles approach
- D. Social awareness approach

**Answer: A**

Explanation:

The correct term for the type of scope and sequence based on a student's expanding experience of their environment is the "Expanding horizon approach." This educational strategy, also known as the widening horizon approach, is structured around the concept that children's understanding of the world grows outward from their immediate surroundings to encompass wider, more complex concepts and locations as they mature.

The premise of the Expanding horizon approach is that children are best able to learn about new topics when these topics connect to their existing knowledge base, which starts with the self and gradually extends outward. This pedagogical method employs a systematic expansion of learning topics, mirroring the natural development of a child's cognitive and social abilities.

This approach is reflected in the typical U.S. educational curriculum for social studies, which is structured as follows: - **Grades K-1:** Focus on very immediate and familiar environments such as Family, Home, and School. This level deals with the child's direct daily experiences, making it easier for young learners to connect new knowledge with what they already know. - **Grade 2:** The curriculum expands to include the Community. This helps students understand their immediate social surroundings and the roles various community members play. - **Grade 3:** Introduces State history and geography, along with holidays and broader historical narratives of the U.S. This begins the extension from local community to state-level understanding. - **Grade 4:** Covers Regions of the world or further detailed study of state history and geography, broadening the scope to national and international landscapes. - **Grade 5:** Focus shifts to comprehensive American history and geography, integrating previous knowledge of state and community with the entire nation. - **Grade 6:** Expands further to include World history and geography, giving students a global perspective. - **Grade 7:** Often revisits State history or explores U.S. History in greater depth, refining understanding of national issues and history. - **Grade 8:** Focuses on Civics and American History, aiming to cultivate a well-informed citizenry capable of understanding civic structures and their roles within them.

Each step in this sequence is designed to build upon what students have previously learned, ensuring that each new topic or geographical area is tied back to familiar concepts. This method not only aids in comprehension but also helps in retaining information by connecting new knowledge to existing cognitive frameworks. Furthermore, this approach aligns with state standards and educational mandates, ensuring that the curriculum remains relevant and comprehensive. Thus, the Expanding

horizon approach not only facilitates an understanding of one's place in the world but also encourages active and informed participation in broader societal contexts.

### Question: 2

The temperature of the desert was found to be 8 OF more than that of the surrounding mountains. What is the temperature of the surrounding mountains if the temperature of the desert was found to be 107 OF?

- A. 89 OC
- B. 99 OC
- C. 99.32 K
- D. 310.37 K

**Answer: D**

### Question: 3

Polarized light is light that does which of the following?

- A. Oscillates in one direction only.
- B. Oscillates in two directions only.
- C. Contains photons that move in one direction only.
- D. Bounces from polarized lenses.

**Answer: A**

Explanation:

The correct answer to the question "Polarized light is light that does which of the following?" is that it "Oscillates in one direction only."

To understand this concept, it's important to first know that light is a form of electromagnetic radiation that travels in waves. These waves oscillate (move up and down) perpendicular to the direction in which the light is traveling. In natural light, such as sunlight, light waves oscillate in multiple, random directions. This means that the orientation of the electric fields in these light waves can be vertical, horizontal, or at any angle across the spectrum.

Polarization, however, refers to light that is restricted to oscillate in a specific direction. When light is said to be polarized, it means that its waves are oscillating predominantly in one plane. This can be achieved through various methods such as reflection, refraction, or by passing light through a polarizing filter. These processes filter out waves oscillating in certain planes and allow only those oscillating in a specific direction to pass through.

For instance, if we use a polarizing filter that allows only vertically oscillating waves, all light waves with horizontal oscillations (or any other non-vertical orientation) will be blocked by the filter. The resulting light that passes through the filter is thus polarized vertically. Similarly, a horizontally aligned polarizing filter would block all non-horizontal oscillations.

It is also essential to clarify that polarized light does not mean that the photons (the basic particles of light) themselves are traveling in only one direction. Photons always travel in straight lines unless acted upon by an external force. In the context of polarization, the "direction" refers solely to the orientation of the electromagnetic oscillations relative to the direction of travel, not the trajectory of the photons. Furthermore, polarized light is different from light that merely bounces off polarized lenses. While polarized lenses can indeed help reduce glare by blocking certain orientations of light waves, the concept of light being "polarized" strictly refers to the plane in which its electric field oscillates, rather than how it interacts with surfaces or lenses.

In summary, polarized light is defined by its unique characteristic of oscillating primarily in one plane, which makes it distinct from ordinary, unpolarized light that oscillates in multiple, random directions. This property of polarized light is exploited in various applications, including reducing glare in sunglasses, enhancing contrast in optical instruments, and even in some types of photography to achieve clearer images.

### Question: 4

Which existentialist author wrote *The Stranger*?

- A. Fyodor Dostoevsky
- B. Franz Kafka
- C. Søren Kierkegaard
- D. Albert Camus

**Answer: D**

Explanation:

Albert Camus, a French philosopher and writer, is the existentialist author who wrote "*The Stranger*" ("*L'Étranger*" in French), which is one of his most famous works. Born in 1913 in Algeria, Camus became known for his contributions to the philosophy of absurdism, a branch of existential philosophy. Published in 1942 during the Nazi occupation of France, "*The Stranger*" is often cited as an example of Camus' exploration of existential nihilism. The novel tells the story of Meursault, an indifferent French Algerian who does not conform to social norms and expectations. After he commits a murder, the story delves into the themes of absurdity, alienation, and the human condition, key components of existentialist thought.

Camus was awarded the Nobel Prize in Literature in 1957, largely due to his writings that, according to the Nobel Committee, illuminate the problems of the human conscience in our times. His approach to existentialism differed from that of other existentialists like Jean-Paul Sartre, primarily because Camus rejected the label of "existentialist." Nevertheless, his works, including "*The Stranger*," continue to be influential in the study of philosophy, literature, and even psychology.

In summary, Albert Camus is the existentialist author who wrote "*The Stranger*," a seminal work that examines existential and absurdist themes through the narrative of its protagonist, Meursault. The book's enduring impact on literature and philosophy underscores Camus' significant role in contemporary Western thought.

### Question: 5

The arrangement of words to form a logical sentence is called

- A. Prosody.
- B. Syntax.
- C. Alliteration.
- D. Semantics.

**Answer: B**

Explanation:

The arrangement of words to form a logical sentence is called syntax. Syntax is a crucial component of linguistic theory and refers to the set of rules, principles, and processes that govern the structure of sentences in a given language. It involves the correct order of words, which ensures clear communication through phrases and sentences that are grammatically correct. Syntax is what allows us to understand the difference between phrases like "The cat chased the mouse" and "The mouse chased the cat," where the arrangement of words changes the meaning entirely.

Syntax should not be confused with semantics, although both are branches of linguistics. While syntax is concerned with the structural aspects of language, semantics deals with meaning. Semantics explores how meaning is constructed and understood in different contexts, going beyond the mere order or arrangement of words. It considers the meanings of words, phrases, and sentences and how these meanings change in different linguistic environments.

Other linguistic terms such as prosody and alliteration relate to different aspects of language. Prosody refers to the patterns of rhythm and sound used in poetry and speech, encompassing elements like intonation, stress, and tempo. Alliteration, on the other hand, is a stylistic device that involves the repetition of the same consonant sounds at the beginning of closely connected words, often used to create a rhythmic or poetic effect.

In summary, when discussing the arrangement of words to form logical, grammatically correct sentences, the term to use is syntax. This is distinct from semantics, which deals with meanings, and from prosody or alliteration, which relate more to the sounds and rhythms of speech and text.

Understanding these distinctions is fundamental in the study of linguistics and effective communication.

### Question: 6

During the Proterozoic time, localized concentration of iron oxides is known as

- A. banded-iron erosion
- B. banded-iron experimentation
- C. banded-iron extrusion
- D. banded-iron formations

**Answer: D**

Explanation:

During the Proterozoic time, a significant geological feature known as banded iron formations (BIFs) emerged. These formations are notable for their distinct layers of iron-rich minerals and silica (primarily

chert). The presence of these formations is a key indicator of the environmental conditions that prevailed on Earth billions of years ago.

Banded iron formations consist largely of iron oxides such as hematite ( $\text{Fe}_2\text{O}_3$ ) or magnetite ( $\text{Fe}_3\text{O}_4$ ), interbedded with layers of silica. The alternating layers create striking banded patterns, hence the name. These formations are not only significant due to their iron content but also because they provide critical insights into the Earth's early atmospheric and oceanic conditions.

The deposition of banded iron formations occurred primarily during the Proterozoic Eon, which spans from approximately 2.5 billion to 540 million years ago. This period is particularly important in Earth's history as it precedes the rise of significant atmospheric oxygen, known as the Great Oxidation Event. The cyclical nature of these deposits, with repeated layers of iron and silica, suggests fluctuations in oxygen levels in the ocean. During periods of low oxygen, iron dissolved in ocean water. When oxygen levels rose, possibly due to photosynthetic activity by early microbial life, iron precipitated out of the water, forming the iron-rich layers.

The formation of BIFs largely ceased around 1.8 billion years ago, coinciding with the increase in atmospheric oxygen levels. This change reduced the amount of iron entering the oceans as the increased oxygen oxidized iron at its source, preventing it from dissolving into seawater. The extensive deposits of BIFs from the Proterozoic are thus a snapshot of a time when Earth's atmosphere and oceans were undergoing profound changes that would eventually lead to conditions suitable for more complex life.

In summary, banded iron formations are not just localized concentrations of iron oxides; they are records of Earth's early geochemical cycles and atmospheric evolution. Their study helps us understand the interplay between biological activity and the geochemical environment of early Earth, providing clues about the timing and rate of oxygen accumulation in the atmosphere. These formations are crucial for reconstructing the conditions under which they formed and for exploring the processes that led to the habitable planet we live on today.

### Question: 7

Which of the following is a main factor in the formation of magma?

- A. mineral content
- B. water pressure
- C. temperature
- D. all of the above

**Answer: D**

Explanation:

The question you've presented asks about the main factors involved in the formation of magma. To answer this question thoroughly, it is important to understand that magma is a molten or partially molten rock material that originates beneath the Earth's surface. The formation of magma is a complex process influenced by several critical factors. Each option provided in the question points to one of these factors, and the correct answer is "all of the above" because all these elements collectively contribute to magma formation.

Starting with **temperature**, it is one of the most primary factors. The Earth's mantle and crust consist of solid rock under normal conditions. When the temperature rises sufficiently to exceed the melting point of these rocks, due to geothermal gradients or additional heat sources like a nearby

magma body or mantle plumes, the rocks begin to melt, forming magma. This increase in temperature can be caused by various geological activities, including tectonic plate movements and volcanic activity. **Pressure** is another significant factor. Generally, an increase in pressure raises the melting point of rocks, while a decrease in pressure lowers it. This phenomenon is crucial in areas where tectonic plates diverge or converge. For instance, in subduction zones, where one plate moves under another, the overlying pressure decreases, facilitating the melting of mantle rocks beneath the overriding plate. This process leads to the formation of magma.

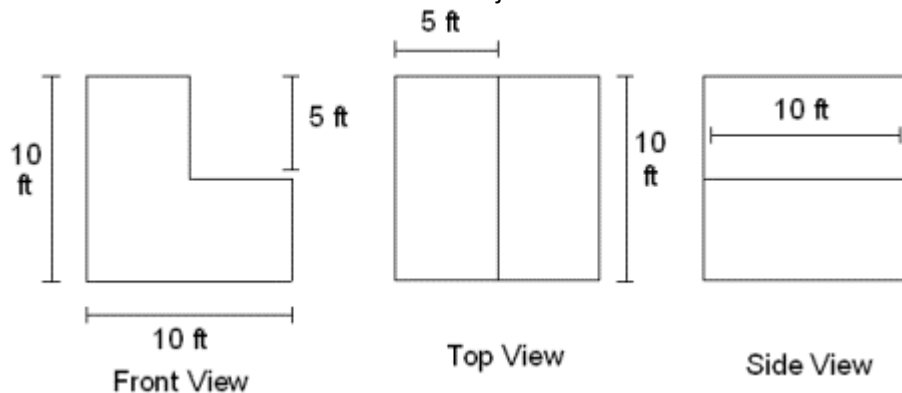
**Water content** also plays a vital role. Water lowers the melting point of rocks, which is why the presence of water in the mantle and crust can lead to the formation of magma. In subduction zones, water released from the subducting oceanic plate can induce melting in the overlying mantle wedge, a process that significantly contributes to volcanic activity around convergent plate boundaries.

Finally, the **mineral content** of the rocks influences their melting points. Different minerals melt at different temperatures, and the presence of certain minerals can lower the overall melting point of the rock. This variability in mineral content can lead to partial melting, where only some components of the rock melt to form magma, while others remain solid.

In conclusion, the formation of magma is influenced by an intricate interplay of temperature, pressure, water content, and mineral content. Understanding these factors not only helps in studying volcanic and geothermal phenomena but also aids in predicting volcanic eruptions and understanding the geological processes that shape the Earth. Hence, "all of the above" is the accurate answer to the question regarding the main factors in the formation of magma.

### Question: 8

What is the volume of a 3-dimensional object with the dimensions shown in the 3 views below?



- A. 250 cu ft
- B. 750 cu ft
- C. 1000 cu ft
- D. 2500 cu ft

**Answer: B**

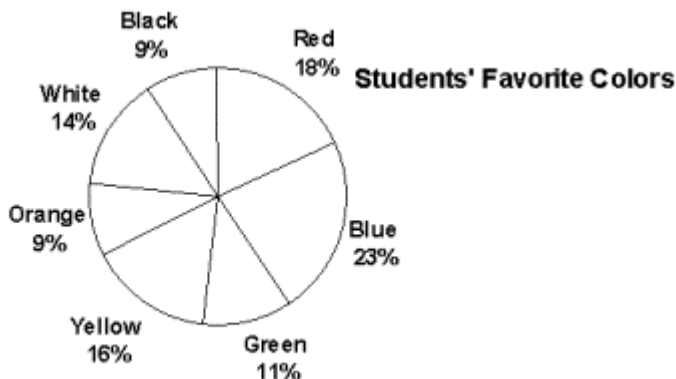
Explanation:

We can see that the length, height, and width are each 10 feet, which would give us a volume of 1000, or 1000, cubic feet. However, the front view shows us that there is a piece missing, which we must subtract from this volume.

The piece that is missing is  $5 \times 10 \times 5$  or 250 cubic feet. When we subtract this from the total volume of 1000 cubic feet, we have 750 cubic feet.

### Question: 9

Mr. Evans surveyed his science classes to determine his 131 students' favorite colors. The graph shows the results of the survey.



Which conclusion can be drawn from the information given?

- A. More than 40% of the students have either black, white, or orange as their favorite color.
- B. Sixty-eight students have either red, blue, or green as their favorite color.
- C. Less than 40% of the students have either blue, green, or yellow as a favorite color.
- D. Eighty students have either black, orange, or green as a favorite color.

**Answer: B**

Explanation:

All together, 52% of the students favor either red, blue, or green.

$0.52 \times 131 = 68$  students.

### Question: 10

$\frac{3}{4}$  = what percent?

- A. 0.75%
- B. 7.5%
- C. 75%
- D. 750%

**Answer: C**

Explanation:

$\frac{3}{4} = 0.75 \times 100 = 75\%$



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