

I'm not robot!

Which has most kinetic energy?



10/09/2013

Prep - worksheet

THEY WILL THEN COLOR THE PICTURE BASED ON THEIR ANSWERS A FUN FOOTBALL COLORING PAGE IS INCLUDED

Title: _____ Date: _____

Lesson Objectives

- State where genetic information is stored (4a)
- Make a reebop using the genes and key provided (5a)

- Answer these questions on the Simpsons using their family tree on next page to help you:
 - What similarities can you see between Homer and Herb Simpson?

 - What relation is Herb to Abbie Simpson?

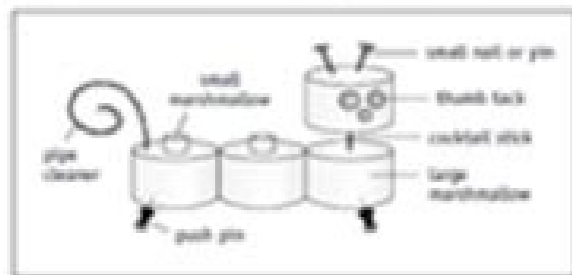
 - Patty and Selma are sisters and both have the same hair style. Is this an environmental or inherited characteristic?

 - Bart has the same colour skin as Homer. Is this an environmental or inherited characteristic?

 - When Principle Skinner sent Bart on his French exchange, Bart came back with a tan. What sort of characteristic is this?



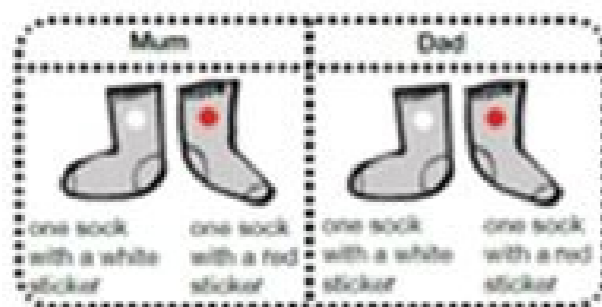
- Create a reebop with the resources given to show variation.



- Watch the video and answer these questions:
 - What genetic disorder does she have? _____

R	A	G

- Do the sock activity to understand how genetic disorders are passed on to offspring.





In order to continue enjoying our site, we ask that you confirm your identity as a human. Thank you very much for your cooperation. Define the three factors of production—labor, capital, and natural resources. Explain the role of technology and entrepreneurs in the utilization of the economy’s factors of production. Choices concerning what goods and services to produce are choices about an economy’s use of its factors of production, the resources available to it for the production of goods and services. The value, or satisfaction, that people derive from the goods and services they consume and the activities they pursue is called utility. Ultimately, then, an economy’s factors of production create utility; they serve the interests of people. The factors of production in an economy are its labor, capital, and natural resources. Labor is the human effort that can be applied to the production of goods and services. People who are employed or would like to be are considered part of the labor available to the economy. Capital is a factor of production that has been produced for use in the production of other goods and services. Office buildings, machinery, and tools are examples of capital. Natural resources are the resources of nature that can be used for the production of goods and services. In the next three sections, we will take a closer look at the factors of production we use to produce the goods and services we consume. The three basic building blocks of labor, capital, and natural resources may be used in different ways to produce different goods and services, but they still lie at the core of production. We will then look at the roles played by technology and entrepreneurs in putting these factors of production to work. As economists began to grapple with the problems of scarcity, choice, and opportunity cost two centuries ago, they focused on these concepts, just as they are likely to do two centuries hence. Labor is human effort that can be applied to production. People who work to repair tires, pilot airplanes, teach children, or enforce laws are all part of the economy’s labor. People who would like to work but have not found employment—who are unemployed—are also considered part of the labor available to the economy. In some contexts, it is useful to distinguish two forms of labor. The first is the human equivalent of a natural resource. It is the natural ability an untrained, uneducated person brings to a particular production process. But most workers bring far more. The skills a worker has as a result of education, training, or experience that can be used in production are called human capital. Students who are attending a college or university are acquiring human capital. Workers who are gaining skills through experience or through training are acquiring human capital. Children who are learning to read are acquiring human capital. The amount of labor available to an economy can be increased in two ways. One is to increase the total quantity of labor, either by increasing the number of people available to work or by increasing the average number of hours of work per week. The other is to increase the amount of human capital possessed by workers. Long ago, when the first human beings walked the earth, they produced food by picking leaves or fruit off a plant or by catching an animal and eating it. We know that very early on, however, they began shaping stones into tools, apparently for use in butchering animals. Those tools were the first capital because they were produced for use in producing other goods—food and clothing. Modern versions of the first stone tools include saws, meat cleavers, hoes, and grinders; all are used in butchering animals. Tools such as hammers, screwdrivers, and wrenches are also capital. Transportation equipment, such as cars and trucks, is capital. Facilities such as roads, bridges, ports, and airports are capital. Buildings, too, are capital; they help us to produce goods and services. Capital does not consist solely of physical objects. The score for a new symphony is capital because it will be used to produce concerts. Computer software used by business firms or government agencies to produce goods and services is capital. Capital may thus include physical goods and intellectual discoveries. Any resource is capital if it satisfies two criteria: The resource must have been produced. The resource can be used to produce other goods and services. One thing that is not considered capital is money. A firm cannot use money directly to produce other goods, so money does not satisfy the second criterion for capital. Firms can, however, use money to acquire capital. Money is a form of financial capital. Financial capital includes money and other “paper” assets (such as stocks and bonds) that represent claims on future payments. These financial assets are not capital, but they can be used directly or indirectly to purchase factors of production or goods and services. There are two essential characteristics of natural resources. The first is that they are found in nature—that no human effort has been used to make or alter them. The second is that they can be used for the production of goods and services. That requires knowledge; we must know how to use the things we find in nature before they become resources. Consider oil. Oil in the ground is a natural resource because it is found (not manufactured) and can be used to produce goods and services. However, 250 years ago oil was a nuisance, not a natural resource. Pennsylvania farmers in the eighteenth century who found oil oozing up through their soil were dismayed, not delighted. No one knew what could be done with the oil. It was not until the mid-nineteenth century that a method was found for refining oil into kerosene that could be used to generate energy, transforming oil into a natural resource. Oil is now used to make all sorts of things, including clothing, drugs, gasoline, and plastic. It became a natural resource because people discovered and implemented a way to use it. Defining something as a natural resource only if it can be used to produce goods and services does not mean that a tree has value only for its wood or that a mountain has value only for its minerals. If people gain utility from the existence of a beautiful wilderness area, then that wilderness provides a service. The wilderness is thus a natural resource. The natural resources available to us can be expanded in three ways. One is the discovery of new natural resources, such as the discovery of a deposit of ore containing titanium. The second is the discovery of new uses for resources, as happened when new techniques allowed oil to be put to productive use or sand to be used in manufacturing computer chips. The third is the discovery of new ways to extract natural resources in order to use them. New methods of discovering and mapping oil deposits have increased the world’s supply of this important natural resource. Goods and services are produced using the factors of production available to the economy. Two things play a crucial role in putting these factors of production to work. The first is technology, the knowledge that can be applied to the production of goods and services. The second is an individual who plays a key role in a market economy: the entrepreneur. An entrepreneur is a person who, operating within the context of a market economy, seeks to earn profits by finding new ways to organize factors of production. In non-market economies the role of the entrepreneur is played by bureaucrats and other decision makers who respond to incentives other than profit to guide their choices about resource allocation decisions. The interplay of entrepreneurs and technology affects all our lives. Entrepreneurs put new technologies to work every day, changing the way factors of production are used. Farmers and factory workers, engineers and electricians, technicians and teachers all work differently than they did just a few years ago, using new technologies introduced by entrepreneurs. The music you enjoy, the books you read, the athletic equipment with which you play are produced differently than they were five years ago. The book you are reading was written and manufactured using technologies that did not exist ten years ago. We can dispute whether all the changes have made our lives better. What we cannot dispute is that they have made our lives different. Factors of production are the resources the economy has available to produce goods and services. Labor is the human effort that can be applied to the production of goods and services. Labor’s contribution to an economy’s output of goods and services can be increased either by increasing the quantity of labor or by increasing human capital. Capital is a factor of production that has been produced for use in the production of other goods and services. Natural resources are those things found in nature that can be used for the production of goods and services. Two keys to the utilization of an economy’s factors of production are technology and, in the case of a market economic system, the efforts of entrepreneurs. Figure 2.1 Technology can seem an abstract force in the economy—important, but invisible. It is not invisible to the 130 people who work on a Shell Oil Company oil rig called Mars, located in the deep waters of the Gulf of Mexico, about 160 miles southwest of Pensacola, Florida. The name Mars reflects its otherworld appearance—it extends 300 feet above the water’s surface and has steel tendons that reach 3,000 feet to the floor of the gulf. This facility would not exist if it were not for the development of better oil discovery methods that include three-dimensional seismic mapping techniques, satellites that locate oil from space, and drills that can make turns as drilling foremen steer them by monitoring them on computer screens from the comfort of Mars. “We don’t hit as many dry holes,” commented Shell manager Miles Barrett. As a result of these new technologies, over the past two decades, the cost of discovering a barrel of oil dropped from \$20 to under \$5. And the technologies continue to improve. Three-dimensional surveys are being replaced with four-dimensional ones that allow geologists to see how the oil fields change over time. The Mars project was destroyed by Hurricane Katrina in 2005. Royal Dutch Shell completed repairs in 2006—at a cost of \$200 million. But, the facility is again pumping 130,000 barrels of oil per day and 150 million cubic feet of natural gas—the energy equivalent of an additional 26,000 barrels of oil. Technology is doing more than helping energy companies track oil deposits. It is changing the way soft drinks and other grocery items are delivered to retail stores. For example, when a PepsiCo delivery driver arrives at a 7-Eleven, the driver keys into a handheld computer the inventory of soft drinks, chips, and other PepsiCo products. The information is transmitted to a main computer at the warehouse that begins processing the next order for that store. The result is that the driver can visit more stores in a day and PepsiCo can cover a given territory with fewer drivers and trucks. New technology is even helping to produce more milk from cows. Ed Larsen, who owns a 1,200-cow dairy farm in Wisconsin, never gets up before dawn to milk the cows, the way he did as a boy. Rather, the cows are hooked up to electronic milkers. Computers measure each cow’s output, and cows producing little milk are sent to a “hospital wing” for treatment. With the help of such technology, as well as better feed, today’s dairy cows produce 50% more milk than did cows 20 years ago. Even though the number of dairy cows in the United States in the last 20 years has fallen 17%, milk output has increased 25%. Who benefits from technological progress? Consumers gain from lower prices and better service. Workers gain: Their greater ability to produce goods and services translates into higher wages. And firms gain: Lower production costs mean higher profits. Of course, some people lose as technology advances. Some jobs are eliminated, and some firms find their services are no longer needed. One can argue about whether particular technological changes have improved our lives, but they have clearly made—and will continue to make—them far different. Sources: David Ballingrud, “Drilling in the Gulf: Life on Mars,” St. Petersburg Times (Florida), August 5, 2001, p. 1A; Barbara Hagenbaugh, “Dairy Farms Evolve to Survive,” USA Today, August 7, 2003, p. 1B; Del Jones and Barbara Hansen, “Special Report: A Who’s Who of Productivity,” USA Today, August 30, 2001, p. 1B; and Christopher Helman, Shell Shocked, Forbes Online, July 27, 2006.

CBS Registration Fee Worksheet (PDF, 1 page, 8 KB) NYS Chemical Bulk Storage Inspection Form (PDF, 5 page, 148 KB) Pre-Work Notification Form for Tank Installation or Closure (PDF, 1 page, 15 KB) Authorization to Submit Facility Registration Information - Fillable Form (PDF, 64 KB) Major Oil Storage Facility Program (MOSF) Choices concerning what goods and services to produce are choices about an economy’s use of its factors of production, the resources available to it for the production of goods and services. The value, or satisfaction, that people derive from the goods and services they consume and the activities they pursue is called utility. Ultimately, then, an economy’s factors of ... Jan 28, 2021 · In this lesson, students are introduced to the five types of renewable energy resources by engaging in various activities to help them understand the transformation of energy (solar, water and wind) into electricity. Students explore the different roles engineers who work in renewable energy fields have in creating a sustainable environment - an environment that ... What is Mirror Formula? The Mirror Formula (also referred to as the mirror equation) gives us the relationship between the focal length (f), the distance of the object from the mirror (u) and the distance of the image from the mirror (v). a = (6.673 x 10-11 N m 2 /kg 2) • (5.98 x 10 24 kg) / (6.47 x 10 6 m) 2. a = 9.53 m/s 2. Observe that this acceleration is slightly less than the 9.8 m/s 2 value expected on earth’s surface. As discussed in Lesson 3, the increased distance from the center of the earth lowers the value of g. Finally, the period can be calculated using the ... Worksheet 2 - The Family, Resources, Kitchen Safety & Hygiene Management, Care of fabrics/Renovating & Recycling, Processes and techniques. Worksheet 7 - Patterns and Design, Techniques & Processes; Worksheet 8 - Study of Fibres & Fabrics, Blends & Finishes Answers. Answers to the above exercise are shown here. If you have difficulty drawing free-body diagrams, then you ought to be concerned. Continue to review the list of forces and their description and this page in order to gain a comfort with constructing free-body diagrams. 1. A book is at rest on a tabletop. Attention: This FOA has been updated. Please see the ‘Full FOA Mod 0001 Document’ in the Documents section below. The Geothermal Energy from Oil and gas Demonstrated Engineering (GEODE) Funding Opportunity Announcement (FOA) solicits an administrator to establish and lead a consortium committed to facilitating collaborative research, development, and ... Connections to National Standards, Principles, and Practices National Geography Standards. Standard 8: The characteristics and spatial distribution of ecosystems and biomes on Earth’s surface. National Science Education Standards (9-12) Standard C-4: Interdependence of organisms (9-12) Standard C-5: Matter, energy, and organization in living systems Mg(s) + 2HCl(aq) → MgCl 2 (aq) + H 2 (g) and. Mg(s) + H 2 SO 4 (aq) → MgSO 4 (aq) + H 2 (g) For reactions of these acids with iron or zinc, the students simply substitute Fe or Zn for Mg in these equations. Questions for students. Download these questions as a worksheet from the bottom of this article. Which metals react with hydrochloric acid? Q. 01. A ball hits a wall horizontally at 6m/s. It rebounds horizontally at 4.4m/s. The ball is in contact with the wall for 0.04s. What is the acceleration of the ball? Solution: Initial... May 11, 2022 · The role of energy in living systems; The processes of photosynthesis; The processes of cellular respiration; Molecular diversity and cellular response to environmental changes; ... Unit 8: Ecology You’ll explore biological concepts at a broader organism level and analyze how populations interact within ecosystems.

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