

**WEST JEFFERSON HILLS SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE**

INDEPENDENT LIVING – GRADE 12

PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
11.1.12. Financial and Resource Management <i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
A. Evaluate the impact of family resource management on the global community. B. Analyze the management of financial resources across the lifespan. C. Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).	Discuss the relationship of time and money. Identify financial goals. Define budgeting terms. Develop a realistic monthly budget, based upon a set income, which includes: savings, housing, utilities, transportation, insurance, clothing, entertainment, and miscellaneous categories.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.1.12. Financial and Resource Management <i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i> 2.6.1, 2.6.2 National Standards ...List the steps in setting financial goals and developing budget strategies.						
D. Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process. E. Compare and contrast factors affecting annual gross and taxable income and reporting requirements (e.g., W-2 form, Income tax form).	List the reasons for taxation and uses of tax revenues. Describe the purposes of Social Security and Medicare. Calculate net income from an employee payroll record.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.1.12. Financial and Resource Management <i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i> 2.6.1, 2.6.2 National Standards Explain consumer issues related to credit, debt, and banking services.						
F. Compare and contrast the selection of goods and services by applying effective consumer strategies. G. Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.	Be knowledgeable of the types of utilities that are part of the service industry. Understand the services available within the banking system. Identify the types and purposes of life insurance.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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<p>11.2.12. Balancing Family, Work and Community Responsibility <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i> 2.1.1 National Standard ...Classify short- and long-term goals and the steps needed to achieve them 12.1.1 National Standard... Describe the decision-making process, including acceptance of personal responsibility for the consequences of the decision.</p>						
<p>A. Justify solutions developed by using practical reasoning skills.</p> <p>B. Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.</p>	<p>Explain types and functions of short- and long-term goals.</p> <p>Describe the goal setting process.</p> <p>Accomplish one short-term goal.</p> <p>Define the problem.</p> <p>Brainstorm the possible solutions.</p> <p>Explore and evaluate.</p> <p>Make significant decisions using the decision-making process.</p> <p>Look at results of the decision and evaluate it.</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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C. Analyze teamwork and leadership skills and their application in various family and work situations. D. Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs. E. Assess the availability of emerging technology that is designed to do the work of the family and evaluate the impact of its use on individuals, families and communities.	Accept responsibility for personal decisions behaviors and actions. Students will learn how to work in a cooperative lab situation maintaining a budget, food preparation and laundry skills. Students will become more familiar with on-line banking features and how to manage their funds without entering a bank.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point Presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.2.12. Balancing Family, Work and Community Responsibility <i>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
F. Assess the relationship of family functions to human developmental stages. G. Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base). H. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.	Evaluate the interview skills necessary to have a successful interview.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students’ work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.3.12. Food Science and Nutrition <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
A. Analyze how food engineering and technology trends will influence the food supply. B. Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC). C. Evaluate sources of food and nutrition information.	Students will learn how to create meals for single living based on the new trends and technology.	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.3.12. Food Science and Nutrition <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
D. Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency). E. Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.		<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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11.3.12. Food Science and Nutrition <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to . . .</i> 2.1.3 National Standard Students will plan food for optimum health						
F. Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.	Discuss and apply the need of proper nutrition Assess the need for eating and serving nutritious foods Plan nutritionally balanced meals and snacks within a budget Discuss and apply the need for planning food purchases <ul style="list-style-type: none"> • Determine the amount an individual and/or family can spend for food. • Identify wise food buying practices (e.g., using a shopping plan, computing unit prices, comparison shopping, 	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/ unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/ product rubric • Lab performance/ product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/ observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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	<ul style="list-style-type: none"> • assessing nutritional value for dollar, reading labels, using coupons, etc.) • Discuss food-shopping tips that can save money and reduce waste. • Identify comparison-shopping techniques. • Compare costs of using prepared or convenience foods to cooking from scratch. • Compare costs of eating out versus preparing food at home. <p>Discuss food safety and sanitation</p>	<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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G. Analyze the relevance of scientific principles to food processing, preparation and packaging.		<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/ Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
11.4.12 Child Development <i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to. . .</i>						
A. Analyze current research on existing theories in child development and its impact on parenting (e.g., Piaget, Erikson and prior findings versus new brain development research). B. Analyze current issues in health and safety affecting children at each stage of child development. C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children).		<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships

**WEST JEFFERSON HILLS SCHOOL DISTRICT
FAMILY AND CONSUMER SCIENCE**

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D. Analyze plans and methods to blend work and family responsibilities to meet the needs of children. E. Identify practices that develop the child's imagination, creativity and reading and writing skills through literature.		<ul style="list-style-type: none"> • Learning Centers • Pair/Share • Guest speakers • Cooperative learning • Lecture • Computer/Internet demonstration using LCD projector • Overhead presentation • Concept videos • Software tutorials • Modeling • Classroom discussions • Teacher designed instructional strategies • Brainstorming 	<ul style="list-style-type: none"> • Student Packet • Teacher-made worksheets/unit packets • Reference materials (consumer magazines) • Various web sites • Computer tutorials • Videos • Product samples • Periodicals • Examples of students' work • Resource material 	<ul style="list-style-type: none"> • Lab performance/product rubric • Lab performance/product rating scales • Oral questioning • Quizzes • Games • Self/Group evaluation • Class participation • Completed worksheets • Demonstration of task • Unit pre-tests • Unit post-test • Oral presentations • Projects • Homework 	<ul style="list-style-type: none"> • Repeat demonstration/observation • Learning support/staff • Differentiated instruction • Individual adaptations • Pair slower learning students with a faster learning student to assist with the task • Utilize time during the day for further assistance • Use learning centers for further assistance • Study guides • Guided notes • Handouts • Graphic organizers • Adapted lessons • Additional review activities • Power point presentations 	<ul style="list-style-type: none"> • Assist other students who are having trouble with attaining a specific standard • Student generated project work in class/at home • Teacher provided project work • Advanced projects • Competitions • Peer Tutoring • Shadowing programs • Field trips • Apprenticeships