

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

**FABRIC FASHION DESIGN
Grades 10 – 11 - 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, 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
11.3.9 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>						
Identify sewing equipment, function, and safety procedures	Demonstrate how to replace a needle and how to turn the hand wheel when sewing. Identify sewing safety precautions and procedures. Clean, oil, and care for the machine according to machine manual. Identify a seam ripper, dressmaker pins, shear/scissors, pinking shears, rotary cutter and mat, seam gauge, tape measure, and transparent rulers. List sewing equipment safety precautions, procedures, and maintenance.	<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>National Standards 16.4.3, 16.4.5 <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></p>						
<p>National Standard 16.4.3 Identify basic pressing equipment, functions, safety procedures and maintenance.</p> <p>National Standard 16.4.5 Students will complete construction techniques at the introductory level or present skill level.</p>	<p>Identify pressing cloth, sleeve roll, tailor's ham, sleeve board.</p> <ul style="list-style-type: none"> • Complete pressing/ironing techniques. • Demonstrate the use of fusables. • Identify and practice basic construction techniques: basting, clean finish, clipping, edge stitching, facing, fold line, grading/layering, grainline (lengthwise, crosswise, bias), interfacing, notches, one-way directional patterns/prints, reinforce stitching, seam 	<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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	allowance, seam finishes, selvage, stay stitching, stitching line, stitch in the ditch, top stitching.	<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>National Standards <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></p>						
<p>National Standard 16.4.5 Identify and construct standard seam widths and markings. Identify necessary pattern information and alterations</p>	<p>Students will implement the various, basic construction techniques.</p> <ul style="list-style-type: none"> • Measure accurately to determine the correct pattern size • Use pattern envelope to determine correct type and amount of fabric • Explain how to select correct pattern size • Practice taking body and pattern measurements • Make necessary pattern alterations • Select appropriate fabric, yardage, and notions for the project • Practice correct cutting techniques 	<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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National Standards <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>						
Apply appropriate fabric and pattern preparation, layout, cutting and marking techniques	Demonstrate correct marking techniques. Students will complete correct construction techniques at the intermediate level.	<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>						
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).		<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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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).	<ul style="list-style-type: none"> • 	<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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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.	<ul style="list-style-type: none"> • Students will evaluate the cost effectiveness of sewing clothing versus the purchasing of ready-to-wear clothing and look at the pros and cons of each type of construction. 	<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

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. . .

<p>A. 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.</p> <p>B. 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.</p>	<ul style="list-style-type: none"> • Evaluate work space area in the home for optimum potential sewing/craft design. <p>Evaluate new trends in technology and the impact that it has made on the clothing construction industry and how it has impacted home sewing trends.</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. Assess the relationship of family functions to human developmental stages. D. Hypothesize the impact of present family life-cycle trends on the global community (e.g., over population, increase in an aging population, economic base). E. Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.	Research the trends in family activities and how it impacted the leisure time allowed for creativity.	<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.	<ul style="list-style-type: none"> • 	<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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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"> • 	<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**

**FABRIC FASHION DESIGN
Grades 10 – 11 - 12**

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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>						
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. G. Analyze the relevance of scientific principles to food processing, preparation and packaging.	<ul style="list-style-type: none"> • 	<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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11.4.12. 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.	<ul style="list-style-type: none"> • 	<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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11.4.12 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>						
C. Analyze practices that optimize child development (e.g., stimulation, safe environment, nurturing caregivers, reading to children). 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"> • 	<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 programs • Shadowing programs • Field trips • Apprenticeships