

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

**GRADE 9**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
<b>11.1.9. Financial and Resource Management</b> <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 conservation practices and their effect on future renewable and non-renewable resources. <ul style="list-style-type: none"> <li>• Refuse</li> <li>• Reduce</li> <li>• Reuse</li> <li>• Recycle</li> </ul>	Increase their awareness of the impact of their choices on the earth. This awareness is a goal to ultimately reduce their impact on earth.  Identify techniques and applications for energy conservation.  Identify and demonstrate recycling techniques in the home.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance).	Classify short-term and long-term goals and the steps.  Explain how scarcity relates to needs and wants.  Recognize that individuals are responsible for their finances.  Identify terms and services associated with checking accounts.  Demonstrate how to manage a checking account.  Develop, monitor, and evaluate a personal budget.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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C. Delineate and assess the factors affecting the availability of housing (e.g., supply and demand, market factors, geographical location, community regulations).  D. Explain how consumer rights and responsibilities are protected (e.g., government agencies, consumer protection agencies, consumer action groups).	Identify consumer rights and responsibilities and identify effective practices for purchasing consumer goods and services.  Students will describe the rights and responsibilities of buyers and sellers under consumer protection laws.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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E. Compare the influences of income and fringe benefits to make decisions about work.	<p>Explain the purposes and features of consumer protection laws, agencies, and sources of assistance.</p> <p>Describe ways to avoid identity theft and fraud.</p> <p>Describe ways to avoid financial scams and schemes designed to defraud consumers.</p> <p>Describe the correlation between income and a worker's skills, education, the value of the work to society, condition of the economy, and the</p>	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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

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F. Evaluate different strategies to obtain consumer goods and services.	Discuss methods of purchasing goods: layaway, cash, credit etc.  Explain how limited financial resources affect the choices people make.  Describe the influence of peer pressure as it relates to purchasing decisions.  Evaluate the role of emotions when making financial decisions.  Explain how scarcity relates to needs and wants.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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

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<b>11.2.9 Balancing Family, Work and Community Responsibility</b> <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. Solve dilemmas using a practical reasoning approach <ul style="list-style-type: none"> <li>• Identify situation</li> <li>• Identify reliable information</li> <li>• List choices and examine the consequences of each</li> <li>• Develop a plan of action</li> <li>• Draw conclusions</li> <li>• Reflect on decisions</li> </ul> B. Know FCCLA action planning procedure and how to apply it to family, work and community decisions.	Discuss the decision making process and how it relates to our problem solving methods.  One-person decisions.  Group/peer decisions.  Family decisions.  Group communication skills.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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

**GRADE 9**

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C. Assess the effectiveness of the use of teamwork and leadership skills in accomplishing the work of the family. D. Analyze the space requirements for a specified activity to meet a given need (e.g., family room, home office, kitchen). E. Evaluate the impact of technology and justify the use or nonuse of it (e.g., safety, cost/budget, appearance, efficiency).	Accomplish this method using group communication skills and hands on during lab situations.  Knowledgeable of the kitchen triangle and its importance in food preparation.  Explore new technological advances in kitchen appliances, sewing equipment and its cost effectiveness.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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F. Contrast past and present family functions and predict their probable impact on the future of the family.  G. Explain the influences of family life cycle stages on the needs of families and communities (e.g., a large number of young families needing day care, fixed income senior citizens, school age children).	Relate to how a family functioned during parent's youth vs. present day living.  Explore relationships with grandparents and parents. Evaluate lifestyles from past to present.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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<b>11.2.9 Balancing Family, Work and Community Responsibility</b> <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>						
H. Justify the significance of interpersonal communication skills in the practical reasoning method of decision making.	Discuss and explore the decision-making process.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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<b>11.3.9 Food Science and Nutrition</b> <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. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).  B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.  C. Analyze the impact of food addictions and eating disorders on health.	Discuss food safety and microbe control in both home and industry.  Describe the effects of scientific advances on meeting nutritional needs.  Discuss food preservation techniques and their impact on nutrition.  Explore and discuss eating disorders: identify symptoms and remediation.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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<b>11.3.9 Food Science and Nutrition</b> <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. Analyze relationship between diet and disease and risk factors (e.g., calcium and osteoporosis; fat, cholesterol and heart disease; folate and birth defects; sodium and hypertension).  E. Analyze the energy requirements, nutrient requirements and body composition for individuals at various stages of the life cycle.	Identify and discuss the importance of good nutrition, exercise, and a healthy lifestyle to avoid certain diseases and birth defects.  Discuss and analyze basic nutrition information.  Study the Dietary Guidelines and /or the Food Guide Pyramid.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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<b>11.3.9 Food Science and Nutrition</b> <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. Hypothesize the effectiveness of the use of meal management principles (e.g., time management, budgetary considerations, sensory appeal, balanced nutrition, safety, sanitation).  G. Analyze the application of physical and chemical changes that occur in food during preparation and preservation.	Prepare simple foods following the dietary guidelines and food guide pyramid.  Prepare the same foods in a variety of ways: fresh, frozen, steamed, fried, baked, etc.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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**11.4.9 Child Development**

*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. Analyze physical, intellectual and social/emotional development in relation to theories of child development.</p> <p>B. Evaluate health and safety hazards relating to children at each stage of child development.</p> <p>C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.</p>	<p>Identify age appropriate activities and the area of development to which they relate.</p> <p>Identify safety guidelines for children.</p> <p>Identify safe and stimulating environments for children.</p>	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>
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**WEST JEFFERSON HILLS SCHOOL DISTRICT  
FAMILY AND CONSUMER SCIENCE**

**GRADE 9**

<b>PA Academic Standards</b> Student must be able to do	<b>Objective</b> Content or process student will be able to know and do	<b>Instructional Methods</b>	<b>Materials/ Resources</b> Textbooks, trade books, workbooks, software, hardware, etc.	<b>*Assessment Procedures</b> *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	<b>*Additional Learning</b> Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	<b>*Extended Learning</b> Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
<b>11.4.9 Child Development</b> <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. Analyze the roles, responsibilities and opportunity for family involvement in schools. E. Explain how storytelling, story reading and writing enhance literacy development in children.	Gather and discuss opportunities in the school district that are available to parents: library time, MOPS, breakfast with Santa, etc.  Create a story bag that includes a book or a story and offer related activities to that book or story.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/ unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/ product rubric</li> <li>• Lab performance/ product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/ observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>



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<b>NATIONAL STANDARDS 16.4.1, 16.4.3, 16.4.2, 16.4.5</b> <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>						
16.4.5 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 allowance, seam finishes, selvage, stay stitching, stitching line, stitch in the ditch, top stitching	knit fabrics.  Identify the characteristics of non-woven/felting.  Students will follow the pattern envelope and guidesheet to compete the pre-construction skills at the introductory level.  Identify the information found on and in the pattern envelope.  Complete pattern preparation.	<ul style="list-style-type: none"> <li>• Learning Centers</li> <li>• Pair/Share</li> <li>• Guest speakers</li> <li>• Cooperative learning</li> <li>• Lecture</li> <li>• Computer/Internet demonstration using LCD projector</li> <li>• Overhead presentation</li> <li>• Concept videos</li> <li>• Software tutorials</li> <li>• Modeling</li> <li>• Classroom discussions</li> <li>• Teacher designed instructional strategies</li> <li>• Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>• Student Packet</li> <li>• Teacher-made worksheets/unit packets</li> <li>• Reference materials (consumer magazines)</li> <li>• Various web sites</li> <li>• Computer tutorials</li> <li>• Videos</li> <li>• Product samples</li> <li>• Periodicals</li> <li>• Examples of students' work</li> <li>• Resource material</li> </ul>	<ul style="list-style-type: none"> <li>• Lab performance/product rubric</li> <li>• Lab performance/product rating scales</li> <li>• Oral questioning</li> <li>• Quizzes</li> <li>• Games</li> <li>• Self/Group evaluation</li> <li>• Class participation</li> <li>• Completed worksheets</li> <li>• Demonstration of task</li> <li>• Unit pre-tests</li> <li>• Unit post-test</li> <li>• Oral presentations</li> <li>• Projects</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat demonstration/observation</li> <li>• Learning support/staff</li> <li>• Differentiated instruction</li> <li>• Individual adaptations</li> <li>• Pair slower learning students with a faster learning student to assist with the task</li> <li>• Utilize time during the day for further assistance</li> <li>• Use learning centers for further assistance</li> <li>• Study guides</li> <li>• Guided notes</li> <li>• Handouts</li> <li>• Graphic organizers</li> <li>• Adapted lessons</li> <li>• Additional review activities</li> <li>• Power point presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Assist other students who are having trouble with attaining a specific standard</li> <li>• Student generated project work in class/at home</li> <li>• Teacher provided project work</li> <li>• Advanced projects</li> <li>• Competitions</li> <li>• Peer Tutoring</li> <li>• Shadowing programs</li> <li>• Field trips</li> <li>• Apprenticeships</li> </ul>

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