

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

**Grade 8**

<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> B. Explain the responsibilities associated with managing personal finances (e.g., savings, checking, credit, non-cash systems, investments, insurance.)  WJHSD Sewing: Review, read, and present the goals, requirements, grading and safety procedures for the course.	Participate in class following established procedures.	<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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WJHSD SEWING: Identify and safety uses a variety of tools, basic machines, materials and techniques to solve problems and answers questions.  National Standards: 5.0 Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.	Understand and demonstrate knowledge of school district and class safety policies.  Understand the use of daily evaluations during lab work.  Identify and practice safety procedures in the sewing lab using a variety of tools and equipment.  Identify basic sewing machine parts.  Demonstrate how to wind a bobbin and thread a sewing machine.	<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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National Standards: 2.1 Demonstrate management of individual and family resources, including food, clothing shelter, health care.	Demonstrate a work environment that provides safety and security.  Demonstrate safe procedures in the use, care, and storage of equipment.  Use a variety of equipment, tools, and supplies for apparel and construction.  Demonstrate appropriate laundering processes.  Apply management and planning skills and processes to organize tasks and responsibilities.	<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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	Develop the ability to make selections at a fabric store that meet the requirements based on resources of time, money and skills.  Develop the knowledge of following a sequential procedure toward the completion of a project.  Examine the use of resources in making choices that satisfy needs and wants of individuals and families.  Demonstrate proper care and use of large and small tools and equipment in the sewing lab.	<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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<p>WJHSD: Demonstrate basis sewing skills needed to complete required projects</p> <p>WJHSD: Provide the students with the opportunity to improve basic sewing skills</p>	<p>Demonstrate how to sew straight.</p> <p>Demonstrate threading a machine and winding a bobbin.</p> <p>Explain and demonstrate steps in laying out, measuring, cutting, and marking a sewing project.</p> <p>Interpret, follow, and implement teacher-produced directions for required projects.</p> <p>Identify basic sewing machine parts.</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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	<p>Identify and practice safety procedures in the sewing lab using a variety of tools and equipment.</p> <p>Construct required projects that encompass new sewing techniques.</p> <p>Construct additional projects that are either for their personal use or other family members, friends, or as a community service project.</p> <p>Identify fibers and textile design skills.</p> <p>Demonstrate skills needed to produce, alter or repair textile products and apparel.</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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National Standards: 1.0 Integrate multiple life roles and responsibilities in family, career, and community roles and responsibilities.	Determine goals for life-long learning and leisure opportunities for all family members.	<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). E. Compare the influences of income and fringe benefits to make decisions about work.		<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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FAMILY AND CONSUMER SCIENCE**

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<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>						
F. Evaluate different strategies to obtain consumer goods and services.  G. Analyze how public, nonpublic and for-profit service providers serve the family.		<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.		<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>						
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).		<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>						
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).		<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.		<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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**11.3.9 Food Science and Nutrition**

*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. Explain how scientific and technological developments enhance our food supply (e.g., food preservation techniques, packaging, nutrient fortification).</p> <p>B. Identify the cause, effect and prevention of microbial contamination, parasites and toxic chemicals in food.</p> <p>C. Analyze the impact of food addictions and eating disorders on health.</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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<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.		<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 8**

<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>11.3.9 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.		<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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FAMILY AND CONSUMER SCIENCE**

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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. . .*

A. Analyze physical, intellectual and social/emotional development in relation to theories of child development. B. Evaluate health and safety hazards relating to children at each stage of child development. C. Evaluate various environments to determine if they provide the characteristics of a proper learning environment.		<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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FAMILY AND CONSUMER SCIENCE**

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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 . . .*

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.		<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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