Family & Consumer Sciences
Grade 8

CURRICULUM GUIDE

WICOMICO COUNTY BOARD OF EDUCATION
P. O. Box 1538
Salisbury, Maryland 21802-1538

AUGUST 2014

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FOREWARD

Middle school Family and Consumer Sciences courses are designed as exploratory subjects. Each grade level is a stand-alone course. Throughout each course, students will have opportunities to develop a sense of self-worth and practice basic consumer and life skills through six basic content areas: personal development, child care and development, creative sewing, nutrition and foods, consumerism, finance and resource management.

Acknowledgment

This curriculum guide was developed by the following Wicomico County teachers under the supervision of Mr. Michael Charlton, Supervisor of Physical Education, Health, Family and Consumer Sciences and Student Service Learning:

Brooke Keene- Bennett Middle School

Andrea Redden- Wicomico Middle School

Ann Schuchart – James M. Bennett High School.

Emily Shank- Pittsville Elementary and Middle School and Bennett Middle School

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INSTRUCTION/COURSE OUTLINE

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        V.   Child Care and Development

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HOW TO USE THIS GUIDE

Use a variety of teaching techniques to help maintain student interest. Refer in this guide to the section on teaching strategies for ideas. Stress creative thinking and problem solving techniques throughout the course.

Use the activities included in the guide as appropriate for your students. However, you should feel free to use alternate activities to meet the objectives of the course. Unit order is up to the teacher to meet the needs of the students and classroom locations of each individual school.

Although you should primarily use media and other resources which have been approved by the board of education, you may supplement these materials with relevant, current media chosen after careful consideration. Try to keep your course current by being mindful of contemporary research and materials.

Encourage communication skills and enhanced interpersonal relationships within each class.

Any time you survey students for personal attitudes, do so anonymously. Do not require students to share their personal thoughts with their classmates.

Remember that written tests are only one aspect of evaluation. Students should receive credit for work completed both within and outside the classroom.

PHILOSOPHY

Family and Consumer Sciences education in Wicomico County focuses upon six main areas- personal development, child care and development, creative sewing, nutrition and foods, consumerism, finance and resource management. As a result we hope to help preserve the worth and dignity of the individual and to strengthen today's family. Included in this program are experiences designed to develop an understanding and appreciation for various cultures.

In the Family and Consumer Sciences classroom learners are encouraged to think critically and creatively, communicate effectively, make reasoned decisions, and effectively manage their lives in an ever changing society. Students will acquire basic life skills from a theoretical framework and hands-on experiences with the integration of academics. The program includes the impact that technology has on the family as it relates to balancing careers and family life.

The program recognizes and reflects the changing needs and the values of the community. It provides opportunities for students to become responsible and productive individuals.

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MISSION STATEMENT

Family and Consumer Sciences education will provide each student with the knowledge, skills, confidence and motivation to become well rounded citizens in their community. Participation and involvement in Family and Consumer Sciences education will have an emphasis on the following life skills; personal development, child care and development, creative sewing, nutrition and foods, consumerism, finance and resource management.

Department of Physical Education

Health and Family and Consumer Sciences

Michael James Charlton

Supervisor

Winning components for a successful lesson

2012-2013

Component one (domain one) – evidence of a well-planned lesson, including assessments aligned to the curriculum that demonstrates knowledge of content and pedagogy

Component two (domain one) – evidence of a warm-up activity and objective to stimulate initial interest and rationalize content being taught

Component three (domain one) – design coherent instruction to meet instructional outcomes

Component four (domain two) – effective classroom management procedures implemented to maximize instructional time

Component five (domain two) – teacher establishes a culture for learning

Component six (domain three) – a variety of instructional strategies are utilized to educate students and promote lifelong learning

Component seven (domain three) – use effective questioning and discussion techniques to elicit higher order student responses

Component eight (domain three) – to actively engage students in their learning and provide meaningful feedback to illicit improvement

Component nine (domain three) – teacher utilizes all available equipment and resources for an effective delivery of the lesson

Component ten (domain three) – provide a sequential closure to the lesson, including a means of determining student proficiency

Teacher Observation Tool

Teacher:_____ **Employee #:**_____   _____ **Tenured**

School:_____ **Grade:**_____   _____ **Non-Tenured**

Date of Observation:_____ **Time:**_____   **Subject:**_____

Observer:_____ **Employee #:**_____

Observer:_____ **Employee #:**_____

Date and Time of Conference: _____

Lesson Summary

Domain 1: Planning and Preparation

Component	LEVEL OF PERFORMANCE				
	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
1a: Demonstrating Knowledge of Content and Pedagogy	The teacher's planning and preparation display lack of knowledge of the content to be taught.	The teacher's planning and preparation display content knowledge but do not make connections with other parts of the discipline or with other disciplines.	The teacher's planning and preparation display content knowledge and makes connections within the discipline and with other disciplines to the real world and with the learner.	The teacher's planning and preparation display content knowledge that reflects and/or includes the appropriate content and process standards. The teacher makes frequent and meaningful connections within the discipline and with other disciplines to the real world and to the learner.	
	The teacher's planning and preparation display lack of knowledge and understanding of instructional practices.	The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices, although such knowledge may be incomplete or inaccurate.	The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices.	The teacher's planning and preparation display understanding of prerequisite knowledge and instructional practices, and anticipates student misunderstandings.	
Level of Performance	☐	☐	☐	☐	☐

Comments

Domain 1: Planning and Preparation

	LEVEL OF PERFORMANCE				
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
1b: Demonstrating Knowledge of Students	The teacher demonstrates lack of knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and attains this knowledge for the class as a whole.	The teacher displays knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests, and special needs, and attains this knowledge for groups of students.	The teacher seeks and demonstrates knowledge of students' developmental stages, backgrounds, cultures, skills, language proficiencies, interests from a variety of sources, and attains this knowledge for individual students.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 1: Planning and Preparation

	LEVEL OF PERFORMANCE				
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
1c: Designing Coherent Instruction to Meet Instructional Outcomes	The teacher's long and short-term planning does not provide engaging activities, does not utilize available resources, and does not differentiate learning activities.	The teacher's long and short-term planning is aligned to the curriculum but inconsistently provides engaging activities, utilizes available resources, and differentiates learning activities.	The teacher's long and short-term planning provides rigorous engaging activities that are aligned to the curriculum, utilizes available resources, and differentiates learning activities.	The teacher's long and short-term planning provides rigorous engaging activities that are aligned to the curriculum, utilizes available resources, and differentiates learning activities to make them meaningful for all students.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 1: Planning and Preparation

	LEVEL OF PERFORMANCE				
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE

Domain 1: Planning and Preparation

	LEVEL OF PERFORMANCE				
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
1d: Designing and Utilizing Student Assessments	The teacher does not use assessments aligned to the curriculum.	The teacher uses assessments that are aligned to the curriculum.	The teacher uses a variety of assessments that are aligned to the curriculum, clearly communicates the standards of the assessments to the students.	The teacher uses a variety of assessments that are aligned to the curriculum, adapts the assessments to individual student needs and clearly communicates the standards of the assessments to the students.	
	The teacher does not use assessment results in designing future instruction.	The teacher uses assessment results to plan for future instruction for the class as a whole.	The teacher uses assessment results to make instructional decisions for groups of students.	The teacher uses multiple assessment results to plan for individuals, groups of students, and the class as a whole.	
Level of Performance Comments	☐	☐	☐	☐	☐

Domain 2: The Classroom Environment

	LEVEL OF PERFORMANCE			
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2a: Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are not respectful and do not reflect caring and sensitivity to students' cultures and levels of development.	Classroom interactions among the teacher and individual students are generally respectful and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students' cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur.	Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students' cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur. The teacher takes proactive measures to achieve civility among members of the class.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

	LEVEL OF PERFORMANCE			
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
2b: Establishing a Culture for Learning	The teacher does not convey enthusiasm for the content and is not working toward establishing high expectations for learning.	The teacher conveys enthusiasm for the content and is working toward establishing high expectations for learning.	The teacher conveys enthusiasm for the content and encourages students' active participation in their learning. The teacher establishes and maintains high expectations for learning.	The teacher conveys enthusiasm for the content and encourages students' active participation in their learning. The teacher and students work together to establish and maintain high expectations for learning.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

	LEVEL OF PERFORMANCE			
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE

Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
2c: Managing Classroom Procedures	The teacher does not manage classroom routines and procedures.	The teacher establishes inefficient classroom routines and procedures resulting in a loss of instructional time.	The teacher establishes and maintains classroom routines and procedures to minimize the loss of instructional time.	The teacher maximizes instructional time by establishing and maintaining classroom routines and procedures for seamless transitions, handling of supplies and performance of non-instructional duties.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 2: The Classroom Environment

	LEVEL OF PERFORMANCE			
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
2d: Managing Student Behavior	The teacher does not establish student behavioral expectations. The teacher's response to student behavior is inappropriate.	The teacher has made an effort to establish student behavioral expectations. The teacher tries, with inconsistent results, to monitor and respond to student behavior.	The teacher establishes clear student behavioral expectations aligned with county policy. The teacher's management of student behavior is sensitive to individual student needs and respectful of the students' dignity. The teacher's response to student behavior is appropriate.	The teacher establishes clear student behavioral expectations aligned with county policy. The teacher's management of student behavior is proactive, sensitive to individual student needs and respectful of the students' dignity. The teacher's response to student behavior is appropriate.	
Level of Performance	☐	☐	☐	☐	☐

Domain 2: The Classroom Environment

	LEVEL OF PERFORMANCE			
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
Comments				

Domain 3: Instruction

	LEVEL OF PERFORMANCE			
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3a: Communicating with Students	The teacher's oral and written communication, directions and procedures are consistently incomprehensible.	The teacher's oral and written communication, directions and procedures are not clear and therefore require clarification to ensure student understanding.	The teacher's oral and written communication is clear and correct. The teacher uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students. Techniques are in place to check for understanding.	The teacher's oral and written communication is clear and correct. The teacher uses both auditory and visual cues as well as modeling when appropriate to ensure that directions and procedures are clear to students. The teacher checks for understanding of directions and procedures and anticipates possible misunderstandings.	
	Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Vocabulary is correct but limited or is not appropriate to student's ages, backgrounds, and interests.	Vocabulary is appropriate to students' age, backgrounds, and interests.	Vocabulary is well-chosen, appropriate to students' ages, backgrounds, interests, and enriches the lesson for all students.	
Level of Performance	☐	☐	☐	☐	☐

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Domain 3: Instruction

Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE
LEVEL OF PERFORMANCE					
Comments					

Domain 3: Instruction

	LEVEL OF PERFORMANCE				
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3b: Using Questioning and Discussion Techniques	The teacher's questions are not meaningful to the content, are not challenging and do not produce thoughtful student responses.	The teacher's questions are meaningful to the content. The teacher inconsistently uses discussion techniques and higher level questions. Adequate response time is not always provided.	The teacher's questions are meaningful to the content. The teacher consistently uses discussion techniques and higher level questions that elicit thoughtful responses for effective decision making or problem solving. Adequate response time is provided.	The teacher's questions are meaningful to the content. The teacher consistently uses a variety of discussion techniques and higher level questions that elicit thoughtful responses for effective decision making or problem solving. Adequate response time is provided.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

Domain 3: Instruction

	LEVEL OF PERFORMANCE				
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3c: Engaging Students in Learning	The teacher's methods used to engage students in understanding the content are limited or inappropriate.	The teacher makes an effort to utilize appropriate methods to engage students in understanding the content.	The teacher utilizes varied and appropriate methods to engage students in understanding the content.	The teacher utilizes varied and appropriate methods to engage students actively in understanding and applying the content.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

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Domain 3: Instruction

	LEVEL OF PERFORMANCE				
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	NOT APPLICABLE

| **3d: Providing Feedback to Students** | The teacher's feedback to students is of poor quality and is not given in a timely manner. | The teacher provides limited feedback to students and its timeliness is inconsistent. | The teacher's feedback to students is of consistent high quality and timely. | The teacher's feedback to students is of consistent high quality, timely and provides students with suggestions for improvement. | |
| **Level of Performance** | ☐ | ☐ | ☐ | ☐ | ☐ |

Comments

Domain 3: Instruction

	LEVEL OF PERFORMANCE			
Component	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
3e: Demonstrating Flexibility and Responsiveness	The teacher does not adjust instruction to respond to students' questions, needs or levels of proficiency even when a change will clearly improve a lesson.	The teacher attempts to adjust instruction to accommodate students' questions, needs or levels of proficiency but may lose the instructional focus.	The teacher adjusts instruction to accommodate students' questions, needs or levels of proficiency while maintaining instructional focus.	The teacher adjusts instruction to accommodate students' questions, needs or levels of proficiency while maintaining instructional focus. The teacher responds to opportunities to enhance learning through use of an extensive repertoire of strategies.
Level of Performance	☐	☐	☐	☐	☐

Domain 3: Instruction

	LEVEL OF PERFORMANCE			
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Comments				

Domain 3: Instruction

	LEVEL OF PERFORMANCE				
Component	**INEFFECTIVE***	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**	**NOT APPLICABLE**
3f: Demonstrating Utilization of Resources	The teacher does not utilize available school resources.	The teacher makes limited use of available school resources.	The teacher utilizes available school resources.	The teacher utilizes a variety of available school resources and accesses other resources to enhance instruction.	
Level of Performance	☐	☐	☐	☐	☐
Comments					

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LEVEL OF PERFORMANCE			
INEFFECTIVE*	**DEVELOPING**	**EFFECTIVE**	**HIGHLY EFFECTIVE**

	INEFFECTIVE*	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Overall Observation	☐	☐	☐	☐

Additional Comments

Observer Signature: _____ **Date:** _____

Observer Signature: _____ **Date:** _____

Teacher Signature: _____ **Date:** _____

*All Entries in these columns must be supported by comments/plans for growth.

The signature indicates the teacher has read the report. The teacher may or may not agree with the Observation and may submit written comments to be attached to this form

Sample Lesson Plan Templates

DAILY LESSON PLAN

NAME: _____ DATE: _____

SCHOOL: _____ GRADE: _____

UNIT/THEME: _____

EQUIPMENT: 1. _____ 2. _____ 3. _____

FOCUS OF LESSON: _____

STUDENT OBJECTIVES:
By the end of the lesson, students should be able to:

1)

2)

3)

  Check each objective: Is it specific? Is it achievable? Is it developmentally appropriate?

TEACHER PERFORMANCE OBJECTIVES - *During the lesson the teacher will*:

1.

2.

SPECIAL CONSIDERATIONS - What are the safety concerns? What is unique about the students in this class?
1..

2.

Lesson Plan Outline

Student Warm-up:	
Introduction: (Background knowledge)	
Information: (Body)	
Activities:	
Closure/Assessments: (Exit ticket)	
Preparation for next class:	
Resources:	

Standards Met

Family & Consumer Sciences National Standards http://nasafacs.org/national-standards--competencies.html	Maryland State Standards From Moodle Document
___**Area of Study 1.0** *Career, Community, and Family Connections*: Integrate multiple life roles and responsibilities in family, work, and community settings. ___**Area of Study 2.0** *Consumer and Family Resources*: Evaluate management practices related to the human, economic, and environmental resources. ___**Area of Study 3.0** *Consumer Services*: Integrate knowledge, skills, and practices needed for a career in consumer services. ___**Area of Study 4.0** *Education and Early Childhood*: Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. ___**Area of Study 5.0** *Facilities Management and Maintenance*: Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. ___**Area of Study 6.0** *Family*: Evaluate the significance of family and its effects on the well-being of individuals and society. ___**Area of Study 7.0** *Family and Community Services:* Synthesize knowledge, skills, and practices required for careers in family & community services. ___**Area of Study 8.0** *Food Production and Services:* Integrate knowledge, skills, and practices required for careers in food production and services. ___**Area of Study 9.0** *Food Science, Dietetics and Nutrition:* Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.	___**Standard 1**: *Reasoning about Individual, Family, Community and Career Concerns* - Students will analyze and apply reasoning processes to address the needs of individuals and families within a diverse, global society. ___**Standard 2**: *Concerns Related to Family and Human Development* - Students will analyze and apply reasoning processes to address family and human development needs throughout the life span. ___**Standard 3**: *Resource Concerns of Individuals, Families, and Consumers* - Students will analyze and apply processes to achieve resource goals. ___**Standard 4**: *Food and Nutrition Concerns of Individuals, Families and Society* - Students will analyze and apply processes to address food and nutrition needs. ___**Standard 5**: *Textile and Apparel Concerns of Individuals, Families and Society* - Students will analyze and apply processes to address apparel and textile needs. ___**Standard 6**: *Housing Concerns of Individuals, Families and Communities* - Students will analyze and apply processes to address housing needs.

___Area of Study 10.0
Hospitality, Tourism, and Recreation:
Synthesize knowledge, skills and practices
required for careers in hospitality, tourism, and
recreation.
___Area of Study 1.0
Career, Community, and Family Connections:
Integrate multiple life roles and responsibilities
in family, work, and community settings.
___Area of Study 11.0
Housing and Interior Design: Integrate
knowledge, skills, and practices required for
careers in housing and interior design.
___Area of Study 12.0
Human Development: Analyze factors that
influence human growth & development.
___Area of Study 13.0
Interpersonal Relationships: Demonstrate
respectful and caring relationships in the family,
workplace, and community.
___Area of Study 14.0
Nutrition and Wellness: Demonstrate nutrition
and wellness practices that enhance individual
and family well-being.
___Area of Study 15.0
Parenting: Evaluate the effects of parenting
roles and responsibilities on strengthening the
well-being of individuals and families.
___Area of Study 16.0
Textiles, Fashion, and Apparel: Integrate
knowledge, skills, and practices required for
careers in textiles and apparels.

STRATEGIES FOR TEACHING FAMILY AND CONSUMER SCIENCES

Family and Consumer Science teachers use many of the same teaching strategies which teachers in other subject areas use in their classrooms. Family and Consumer Sciences instruction, while it relies at times upon students' listening and reading, achieves greatest success when it actively involves students in their learning. Active involvement may engage students in laboratory and field experiences and real-life simulations. At other times it may lead students into problem solving activities, many of which emerge from cooperative learning. No one strategy should be used to the exclusion of others; greatest success arises when students experience Family and Consumer Sciences in a variety of ways. Family and Consumer Sciences education provides an opportunity for students to transfer knowledge from other disciplines and integrate it into practical life situations. Thus Family and Consumer Sciences teachers should seek to master a variety of teaching strategies from which to choose in developing their lesson plans.

A number of teaching strategies follow. Each is defined and its application to Family and Consumer Sciences instruction is explained. Then procedures for implementing the strategies will guide teachers through the necessary steps. Included in this section are suggested techniques and modifications for teachers to use for students with special needs.

Brainstorming

Brainstorming is a method of exploring a given topic or theme by amassing as many ideas as possible. It permits students to amass many ideas that lead to more creative thinking and solutions without fear of criticism or threat of a grade. Students also build upon other students' thoughts and suggestions.

The procedures for brainstorming follow:

1. State a specific problem or open-ended question.
2. Explain the rules for brainstorming.
   a.   Students and teachers should express no criticism. Accept all ideas. Save arguments and discussion until   after the initial listing.
   b.   Let one's imagination go. Seek unusual and original ideas.
   c.   Build upon the ideas of other students.
3.   State again the specific problem or open ended question.
   a.   As students volunteer their ideas, teacher forms a list that can be seen by all.
   b.   If doing this activity for the first time, allow five minutes. As students become more adept with   brainstorming, time may be increased.
   c.   Stop the brainstorming when appropriate.
4.   Set up standards for evaluating ideas with the aid of students. Keep in mind the problem or question to be   solved. Questions such as the following can help evaluate ideas:
   a.   Is it helpful to society?
   b.   Does it solve the problem?
   c.   Does it create new problems?
   d.   Is it practical?
   e.   Can it be accomplished?

      f.   Can we use it now? If not, when?

      g.   Is it compatible with human nature?

      h.   Are we able to handle it?

5.   Determine with students which ideas fit the criteria established.

6.   Allow students opportunity to share any feelings they may have about how they came up with their ideas.

Case Study

A case study is a description of a real event that has occurred. Even though the study tells the reader what has happened in a given situation, students still have to identify the nature of the problem or problems indicated by the situation, their significance and their probable solution. Included in a case study is a specific problem situation or critical incident. The case study may also include a solution, results, and questions for discussion.

The student-centered approach which the case study strategy presents, encourages maximum participation by students and develops insight and the ability to utilize problem-solving methods. Inductive or deductive processes or a combination of both may be utilized. By discussing true-to-life case studies with peers, the group learns how to work together toward a common objective. By learning to draw generalizations and conclusions during case discussion, students learn to develop and analyze possible solutions and to choose a valid course of action logically.

The necessary steps to implement the case study strategy are as follows:

1.   To generate discussion and study, give the class the facts of a real life situation.

2.   Analyze the case and identify the problem.

3.   A better understanding is reached by the class as all opinions and assumptions are examined.

4.   After all data is discussed; the class may request additional information.

5.   Possible solutions or courses of action are proposed by the class.

6.   A valid course of action is selected after solutions or courses of action have been discussed and analyzed.

When discussing a case problem, the following items should be identified: the facts of the case, the problem raised in the case, the conditions of a good solution, the solution to the problem, and how to avoid the problem in the future.

The instructor will play various roles in conducting a case discussion. These roles include:

1.   Discussion leader - serves as moderator.

2.   Resource person - supplements the limited experience and knowledge of the class by himself supplying additional   data or by suggesting ways in which the class can supplement its own resources.

3.   Helpful expert - solves or helps directly in the solution of problems in the immediate situation.

4.   Evaluator or summarizer - recapitulates the group thinking by listing class comments on the chalkboard.   Summarizes conclusions reached.

5. Judge of performance - insists on precision and close analysis by participants. Spells out assumptions when necessary for elimination of confusion.

The instructor should also utilize the following devices for sustaining interest: change of pace, use of personal experience, modification in line of questioning, use of humor and showmanship, demonstrations, samples of products being discussed, multi-media presentations, use of the chalkboard (including figures and diagrams, pros and cons as developed, areas of discussion, clarification of involved outline, and introduction of animation), flip charts, and case development by small teams.

<u>Concept Attainment</u>

Concept attainment is a method by which students try to identify and describe a concept through the visual presentation of related materials. It allows students to identify and define concepts, to classify related examples and unrelated examples, and to formulate hypotheses about the concept.

The following steps should be used when preparing a lesson:

1. Choose a concept. Determine the essential characteristics of the concept you have chosen.
2. Collect several examples of your concept. These might be pictures, objects, sentence strips, or drawings. Collect the same number of related things that are not examples of your concept.
3. Select the example that best exemplifies your positive concept. This will be the first example given, so you should not attempt to fool your students. Continue to rank your examples from those that are most clear to those that are "gray." You may not want any "gray" examples at all when students are first learning this technique. Follow the same procedure in ranking your negative examples from most clear to least clear.
4. Be sure your examples do not contain any characteristics that are unnecessarily distracting. For instance, if you have written on sentence strips, the color of your magic marker, the color of the background, and the length of the sentence might be distracting.
5. When you begin your lesson, give <u>general</u> directions regarding which characteristics are important to focus on and which are not. You will not be specific enough to give away the concept. Line your examples up side-by-side. Make sure that in selecting your negative examples you have eliminated all of the characteristics contained in the positive examples that are not essential in defining your concept. Try your lesson quickly on a peer if possible.

The following steps should be used when teaching the concept:

1. Explain what you are going to do. Say that you have an idea that you want the students to figure out and that you are going to use a technique called concept attainment that will help them to guess the concept. Have the students keep their guesses private until invited to share with the class.

2. Explain the "yes" and "no" categories. Say that as examples are presented, they will be labeled "yes" and "no." Explain that the "yes" examples have one or more characteristics in common which are all of the essential characteristics of the concept, and the "no" examples may not have anything in common other than the fact that they do not illustrate the concept. Sometimes the "no" examples do share characteristics.

3. Focus the student's thinking on appropriate characteristics.

4. Inform students that you will begin with your best "yes." Show the example, give the students time to study it, and leave it on display. Proceed with your best "no."

5. As you present alternating "yes" and "no" examples, continually ask the students to compare the "yes" examples and contrast them with the "no" examples. The students should try to form hypotheses about your concept. Remind students not to call out their guesses. For upper grades or complex concepts, you might have students write their guesses.

6. Check for working hypotheses occasionally with a show of hands or some other signal.

Cooperative Learning

Cooperative learning activities involve two or more people working together toward the same goal. A shared objective and positive interdependence are characteristics of cooperative learning.

Studies show that cooperative learning has significant strategy advantages for cognitive and affective development. Benefits of this include higher achievement, enjoyable learning, practice of leadership and group skills, growth of self-esteem, and sense of belonging.

Collaborative classrooms operate on three important principles:

1. Cooperative skills are introduced, developed and practiced. Feedback is given on how well the skills were used.

2. Class is structured so that students work in cohesive groups.

3. Individuals are given responsibility for their own leaning and behavior.

There are limits to the number of ways cooperative learning groups can be used. Some ideas follow:

1. Turn to Your Partner Allow three to five minutes. Ask students to turn to a partner and ask something about the lesson; to explain a concept you've just taught; to explain the assignment; to explain how to do what you've just taught; or to summarize the three most important points of the discussion.

2. Reading Clusters Have students read material together and answer the questions. Have one person be the reader, another the recorder, and the third the checker who checks to make certain everyone understands and agrees with the answers. Have them come up with three possible answers to each question and circle their

favorite one. When finished, have them sign the paper to certify that they all understand and agree on the answers.

3.   Jigsaw   Have each person read and study part of a selection and then teach what he or she has learned to the other members of the group. Have each then quiz the group members until satisfied that everyone knows his or her part thoroughly.

4.   Interaction Feedback Before a film, lecture, or reading, have students summarize together what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information and formulate new questions.

5.   Drill Squad Have students drill each other on the facts they need to know until they are certain both partners   know and can remember them all. This works especially well for vocabulary and test review.

6.   Partner Reading   In lower grades, have students read their stories to each other, getting help with words and discussing content with their partners. In upper grades, have students tell about their books and read their   favorite parts to each other.

7.   Cooperative Skills Activities Have two students, each with different jobs, do one worksheet. The reader reads and then suggests an answer. The writer either agrees or comes up with another answer. When they both understand and agree on an answer, the writer can write it.

8.   Homework Checkers Have students compare homework answers, discuss any they have not answered similarly, correct their papers and then add the reason they changed an answer. They make certain everyone's answers agree and then staple the papers together. Grade one paper from each group and give group members that grade.

9.   Test Reviewers   Have students prepare each other for a test by making up possible test questions.

10. Detecto Have groups select a social problem to solve jointly, each agreeing upon a solution. Tell students that each must be able to explain how to solve the problem.

11. Book Report Pairs Have students interview each other on the books they read and then report on their partner's book or section of text.

12. Young Editors Have students read and respond to each other's papers, three times.
     a.   Have them mark what they like with a star.
     b.   Have them put a question mark anywhere there is something they don't understand or think is weak.
     c.   Have them discuss the paper as a whole with the writer.

If necessary, assign questions for students to answer about their group members' papers to help them focus on certain problems or skills.

13. Group Reports Have students research a topic together. Explain that each one is responsible for checking at least one different source and writing at least three note cards of information. Have them write the report together; each person is responsible for seeing that the information is included. For oral reports, have each take a part and help the other rehearse until they are all at ease.

14. Summary Pairs Have students alternate reading and orally summarize paragraphs. Have one read and summarize while the other checks the paragraph for accuracy and adds anything left out. Have them alternate roles with each paragraph.

15. Personalizing Concept Pairs Have students elaborate on what they are reading and learning by relating it to what they already know about the subject. This can be done before and after reading a selection, listening to a lecture, or seeing a film.

16. Actors Guild Have students create a presentation reflecting a class topic recently studied. Practice and perform it for the class.

17. Community Circle During community circle, students sit Indian fashion in a large circle so that each student is able to see all the other students. One person, usually the teacher, is the leader and starts the community circle by stating an open ended sentence that everyone will answer, by completing the sentence with an answer that expresses one's own likes, dislikes, feelings, or knowledge of the topic. For example, the teacher might use the   sentence, "My favorite food is...." Everyone is given a minute to think of the ending they will use for listening or speaking so others can hear you The leader completes the sentence and the turn passes to the right until all students have had their turn. If they can't think of an answer when it is their turn, they say "Pass." After all the other students have had their turn, they will be expected to have their answer ready to share. After everyone has shared, the students evaluate how well they used the social skill.

18. Round table During sequential round table, the students all contribute ideas to one sheet of paper. The team members need to know the order of direction in which the paper and pencil will be passed. Students usually need a minute or so to practice the passing order before they begin the round table. When the signal to begin is given, a team member quickly writes or draws an idea and then passes the paper and pencil to the next person so he can add an answer. The students continue adding answers and passing the paper until the time to stop is announced. Usually, there are no more than four students per team. The teammates need to sit close together so it is easy for them to pass the paper. Also, teammates are sometimes allowed to suggest answers to one another if they need help. Because they are seated close together, teams can converse without disturbing the teams around them.

19.　Think-Pair-Share Think-Pair-Share is one of the most frequently used cooperative learning structures for two reasons. One, it is so easy to use. Two, it immediately involves everyone in a class discussion. The procedure for think-pair-share is as follows: remind the students who their established partners are or have them quickly find a partner by making eye contact or touching someone next to them. Then ask a question. Give students a minute or two to think of their own answer. Have the students pair up and discuss their answers with their partners. Give the silent signal. Then give the students an opportunity to share with the class any ideas they said or heard. Directions to the students might sound like this:

- 　Think about this question inside your head.
- 　Turn to your partner and pair up to tell each other your ideas.
- 　Would anyone like to share an idea said or heard?

20.　Round-robin is like round table--each student in turn contributes an answer for the group. The difference is that with round-robin the answers are oral rather than written.

21.　Corners Have the students find out about themselves and others by selecting which of four choices would be their favorite choice. They can choose which of four types of animals they would prefer to be if they were an animal.   They could choose which of four times of day they like most. Hang a sign labeling each choice in each corner of the room. Have the students write down their choices. Have them go to the corner for that choice. Have them   share reasons for selecting that choice.

22.　Three-Step Interview This strategy provides opportunities for the student to relate to each other in a nonthreatening environment and to share acquired knowledge.

Interview is another simple concept-development structure. it consists of three steps and works best in groups of four but can be adapted for larger groups. In Step 1, students are in pairs; one is the interviewer; the other, the interviewee. In Step 2, the students reverse roles. in Step 3, students do a round-robin, each one in turn sharing with the team what they learned in the interview.

The content of the interview can be anything. Often interview is used to have students relate personal experiences on a topic related to the learning unit; it is thus an excellent method of creating a strong anticipatory set for learning more about something of interest.

23.　Numbered Heads Together Students number off. Announce a question and a time limit. Students put their heads together. Call a number, call on a student with that number, and recognize the correct answer.

24.   Pairs Check Students will work in pairs. Person #1 in the pair is to do the first problem, while person #2 acts as a coach. If the coach agrees that person #1 has done the first problem correctly, he or she gives the problem solver some praise. Roles are switched for the second problem.

Debating

Debating is a systematic contest of speakers in which two points of view are presented with proof. It is used to allow students to promote communication skills, to encourage critical thinking, and to appreciate the value of acknowledging several sides to a given topic or issue.

The guidelines for debating follow:

1.   Identify an area of controversy. Many times an issue will surface out of class discussions on particular topics.
2.   Hold a preliminary discussion to bring out additional facts and opinions on the topic. This early discussion will motivate students for the debate.
3.   Define the problem or issue to be debated as clearly as possible and in the form of a statement that can easily be agreed to or disagreed with by the students.
       Example: Students should be permitted to wear to school whatever they wish.
4.   Select two teams, one "pro" team and one "con" team. Each team consists of two to five students. Each team   selects a team captain. The remaining class members may be judges to determine the winning side of the debate.   They should evaluate the debate using criteria such as:
       a.   The position is supported with factual information.
       b.   The argument is logical and makes sense.
       c.   The team's position is clearly stated.
       d.   The team's position is clearly presented.
5.   Allow a period of time for each team to research the issue, find facts to support its position, prepare arguments, and organize presentation.
6.   The debate commences with each side presenting arguments in support of its position. Set a time limit of three   to five minutes. Adhere strictly to the time limit. Begin with the affirmative position and follow it with the negative position.
7.   A rebuttal period is then commenced to refute the other side's position and argument. Set a two-to-three minute duration period and adhere to it strictly.
8.   The captain of each team gives a final summary statement.

Directed Reading/Thinking Activity

Directed reading/thinking activity (DRTA) for expository text is a procedure used to guide students to activate prior knowledge for the topic of the text to be read, to hypothesize about what might be addressed in the text, and to establish purposes for reading. The student continues through the passage confirming, revising, and rejecting hypotheses.

This activity provides readers with specific strategies for reading text. it is helpful in developing more efficient and effective readers. In implementing DRTA lead students to do the following:

1. Recall prior knowledge and set purposes for reading.
2. Read to confirm prior knowledge and add to prior knowledge.
3. Confirm, reject, or add prior knowledge and invite further research.

Discovery/Sense

Discovery/sense is a method using artifacts which capture sights, sounds, smells, tastes and textures. It is a strategy which promotes a multi-sensory approach to learning and provides opportunities for hands-on research.

Recommend steps for implementation are:

1. Begin by identifying the selected topic and the elements that make it unique.
2. Think about or discuss what might be included in a discovery or sense box to convey the above elements in a multi-sensory way.
3. Gather items to put in the box (photos, models, samples, rocks, tape recordings, etc.).

4. Decorate the box with collages and artwork that reflect the essential features of the selected topic.
5. Have learners examine the items or artifacts in the box and think about the following questions:

    a. Where did these items come from: How do you know?
    b. What can you tell about this place based on the items displayed?
    c. How did people use the resources to meet their needs?
    d. What evidence is there of association with other places of the world?
    e. If you didn't have these artifacts, what other materials could take the place of those mentioned?
6. Students can create discovery or sense boxes to share with other students, classes, schools, counties, etc.

Graphic Organizers

Graphic organizers are tools that provide a visual, holistic representation of facts and concepts and their relationships within an organized frame. The use of graphic organizers allows students to represent abstract or implicit information in a more concrete form, to depict the relationships among facts and concepts, to aid in organizing and elaborating ideas, to relate new information with prior knowledge, and to store and retrieve information effectively.

The strategy may be implemented as follows:
1. Model the use of a selected organizer with familiar information.
2. Allow students to apply the graphic organizer for a specific purpose to familiar information.
3. Provide multiple opportunities for students to practice using the graphic organizer.

Interviewing

Interviewing is a strategy for gathering information which can be done person to person, over the telephone, in a conversation, or through written communication. Interviewing provides more sources of information, gathers primary information, allows students to gain confidence in approaching and obtaining ideas from others, and allows them to practice their communication skills.

Students should follow these guidelines when conducting interviews:
1. Make sure the purpose of the interview is understood.
2. Ask permission of the prospective interviewee before conducting an interview. Tell the interviewee who you are, what you are doing, what the purpose of the interview is, and the kind of information you need.
3. Prepare for those persons who may refuse an interview for whatever reasons they may have. Remember, no one must give an interview. Be gracious and thank that person for at least considering the opportunity.
4. Prepare a list of questions in advance. Do not read the questions. Be familiar with the questions. Use them as a guide so that the interview has a natural conversational flow.
5. Note the answers. Do not write everything. You may use a tape recorder if the interviewee gives permission.
6. Keep the interview moving as smoothly as possible. Show the interviewee that there is interest and importance in what is said.
7. Thank the interviewee at the conclusion of the interview and follow up with a thank-you note.
8. Write a summary of the interview as soon as possible while the newly-acquired information is fresh and current.
9. Analyze findings.

Journals

Journals provide a nonthreatening place for learners to describe, explain, react, question, imagine, react, question, imagine and develop their own thoughts. Students write freely, exploring ideas, feelings, language, spellings and conventions, knowing that their journals will not be corrected or graded.

There are many types of journals:

1. <u>Literature Response Journal</u> Learners record reactions to literature. They extend the meaning of the text by responding in writing to a question, impression, mood or reaction generated by the reading. The response may be intellectual, emotional or personal.
2. <u>Learning Log</u> Learners write to reflect about their thinking and learning related to a lesson or content area experience.
3. <u>Dialogue Journal</u> The teacher and student, or student and student, communicate through written conversation about thoughts and ideas.
4. <u>Writer's Notebook</u> Learners keep a record of favorite phrases and words they come across in a reading that they might want to use in their writing. They jot down ideas, thoughts, images, anecdotes, observations and memories   for future topics.

Journals are used to facilitate and enhance the learning process to promote fluency in writing and reading. They encourage risk taking and provide opportunities for reflection. Journals can assist students in validating personal experiences and feelings, promoting thinking and making it visible, and providing a source book of ideas, thoughts, opinions and first drafts which can be revised when desired. They also provide a vehicle for students to dialogue in written form with the teacher or peers.

In each classroom teachers and students decide the purpose of journal writing. Journals should be used on a regular basis. Rewriting previous entries will be encouraged. Writing may be self-directed or teacher-directed. Response will vary according to purpose and type of entry.

<u>Laboratory/Field Experience</u>

A laboratory or field experience is a method using actual or simulated situations to gather, analyze, and report information. This strategy allows students to gather primary information and to

formulate hypotheses. it encourages critical thinking, promotes a multi-sensory approach to learning, and provides opportunities for hands-on research.

The following guidelines should be followed when implementing the strategy:
1. Prior to a lab experience, review basic safety guidelines and procedures.
2. Instruct students in the proper handling of all equipment, including proper disposal.
3. Expect students to practice appropriate personal safety procedures.
4. State the objective(s).
5. List the materials to be used.
6. Outline the procedure to be followed.
7. Record data.
8. Analyze findings.

<u>Note Taking</u>

Note taking is a strategy whereby students learn to take notes from written, spoken or viewed materials. The most important thing to know about note taking is that it is not simply writing down what one reads or hears. It is a process which involves listening, thinking, questioning, summarizing, organizing, listing, illustrating and writing. Proper note taking enables students to remember information and improve understanding. It develops a life-long skills

Encourage students to:

1. Place date and topic at the top of each page of notes.
2. Leave space in the margin for questions, revisions, or additions.
3. Write as concisely as they can. Leave out words that are not necessary; write notes in phrases rather than complete sentences.
4. Use many abbreviations, acronyms, and symbols.
5. Draw simple illustrations whenever they help make a point clearer.
6. Circle those words or ideas which they will need to ask about or look up later.
7. Read over the notes they have taken and recopy, highlight, and summarize them as needed.
8. Review their notes within one day.
9. React to notes by including their own responses.
   a. a comment on what memory or feeling a particular concept brings to mind
   b. a reaction to a particular point with which they strongly agree or disagree
   c. a question about a concept that confuses them
   d. a paraphrase or rewording of a difficult concept
   e. a discussion of material presented in class

Problem Solving

Problem solving is a method of developing a solution to a given problem. It encourages students to practice deductive reasoning. Problem solving enables students to see how other students use ideas to solve problems and to build upon other students' thoughts and suggestions. It encourages critical thinking.

Problem solving should be implemented as follows:

1. Choose a grade level appropriate problem. It may be a manipulative puzzle such as tangrams or a word/logic problem.
2. Group students for problem solving. It is recommended that groups mirror the diversity of learners in the class. Groups usually range in size from two to six students depending upon the nature of the problem to be solved.
3. Explain the rules for problem solving in a group.
   a. All ideas are accepted and reviewed.
   b. No put downs are allowed.
   c. Students should encourage one another and build on one another's ideas, as opposed to one or two students dominating the problem solving process.
4. State the problem or distribute the puzzle.

5.   In considering the time allowed for students to work and the level of difficulty, remember that some students are motivated by having a time limit placed on the process (i.e., four or five minutes). Some puzzles, by their nature, if easily solved, fit well into a timed problem solving race by groups. You may wish to give the answer at the end of the time limit or the next day. Occasionally allow the students to ponder the puzzle for several days before sharing the solution. More difficult puzzles can engender a great deal of frustration in students. Student responses may range from Forget it! Who cares?" to "Keep thinking! There's got to be an answer!" You need to structure this strategy to be a positive, encouraging, enjoyable time. Remind students that problem solving is a skill that everyone who is willing to suspend their disbelief can develop. Varying the level of difficulty of problems or puzzles   presented to the class is one way to motivate students.

Questioning for Quality Thinking

Questions frequently determine the quality of both mental and oral response. The Maryland State Department of Education has developed a series of "frame" questions which teachers may use in eliciting thoughtful responses. These "frames" follow.

Recalling
Who, What, When, Where. How _?

Comparing
How is_____ similar to/different from ?

Identifying Attributes and Components
What are the characteristics/parts of _____?

Classifying
How might we organize _____ into categories?

Ordering
Arrange_____ into sequence according to_____.

Identifying Relationships and Patterns
Develop an outline/diagram/web of_____.

Representing
In what other ways might we show/illustrate _____?

Identifying Main Ideas
What is the key concept/issue in_____?
Retell the main idea of _____ in your own words.

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Identifying Errors
What is wrong with _____?

Inferring
What might we infer from _____?

Predicting
What might happen if _____?

Elaborating
What ideas/details can you add to _____?

Summarizing
Can you summarize _____?

Establishing Criteria
What criteria would you use to judge/evaluate _____?

Verifying
What evidence supports _____?
How might we prove/confirm _____?

Report Preparation

Report preparation is a strategy whereby students learn to prepare, research, and present a written or oral report. Students will practice and refine research skills, share information, and learn more about a topic.

Students should follow these guidelines as they prepare reports:

1. Choose a topic.
2. Narrow the topic.
3. Plan research.
    a. Set purposes.
    b. Pose questions to be answered.
    c. Determine audience.
    d. Determine appropriate primary and secondary sources.
4. Locate information.
5. Read, listen and/or view sources.
6. Take notes.
7. Prepare a draft copy of the report.
8. Form response groups and ask peers to praise, question, and suggest ways to polish (PGP).

9. Make revisions as necessary.
10. Edit and proofread. Make corrections. A spec sheet may be helpful.
11. Add illustrations, graphs, maps, etc., to provide more interest.

12. Consider combining a written report with another medium such as models, videos, puppetry, or dramatization.

Survey

The survey is a strategy whereby students learn to take a poll of public opinion. Students will learn to ask questions to yield accurate and representative results. This strategy promotes critical thinking skills and encourages students to go beyond themselves and written references for information. This technique is primary research.

Follow these guidelines for implementation:
1. Assist the students in making a questionnaire that avoids leading or loaded questions.
2. Have them distribute the questionnaire to as large a number of people and to as many different types of people as possible. example: A census report may be helpful to determine the percentages of different types of people residing in the community.
3. Show them how to analyze findings.
4. Have students compile findings and share the results pictorially through graphs, charts, and tables or by any other creative or appropriate means.
5. Discuss the results of the survey with students.
6. Have them present their findings.

Time Lines

The time line is a teaching and learning tool for arranging information in chronological order. It is a strategy whereby students learn to convey events or concepts in a chronological order. It provides students with a framework for understanding the time intervals between events in the chronology of events. It promotes the use of creative and critical thinking.

Keep the design of time lines simple and make certain that time divisions are equal. Symbols or pictures can be used to designate different events of information.

Begin the year by constructing a time line with the class. Add important dates as lessons are taught.

Ways to Modify Instruction for Students with Special Needs
Suggested Accommodations and Modifications

In order to comply with IDEA accommodations and modifications are required for students with special needs. Most activities are appropriate for these students when modifications are implemented.

I. Learning Disabled Students
   A. Instructional Accommodations
      i. Provide both oral and written directions whenever possible
      ii. Provide multi-sensory instruction
      iii. Provide frequent review and repetition
      iv. Initiate a buddy system to assist students with reading, written assignments, and note taking
      v. Provide clear copies of handouts and visual presentations
      vi. Implement modifications specified in the student's Individual Education Plan (IEP)
   B. Testing Accommodations
      i. Allow extended time
      ii. Provide oral testing where appropriate
      iii. Implement modifications specified in the student's Individual Education Plan (IEP)

II. Intellectually Limited Students
   A. Instructional Accommodations
      i. Provide both oral and written directions whenever possible
      ii. Provide multi-sensory instruction
      iii. Provide frequent review and repetition
      iv. Initiate a buddy system to assist students with reading, written assignments, and note taking
      v. Provide clear copies of handouts and visual presentation
      vi. Implement modifications specified in the student's Individual Education Plan (IEP)
   B. Testing Accommodations
      i. Implement modifications specified in the student's Individual Education Plan (IEP)

III. Vision and Hearing Impaired Students
   A. Vision Impaired Students
      i. Seat students close to the teacher, board, or work area
      ii. Give oral directions/testing
      iii. Initiate a buddy system to assist students with reading, written assignments, and note taking
      iv. Enlarge printed material as appropriate
      v. Utilize recorded material as needed
      vi. Implement modifications specified in the student's Individual Education Plan (IEP)

B. Hearing Impaired Students
    i.   Seat student close to the teacher
    ii.   Provide both oral and written directions
    iii.   Implement modifications specified in the student's Individual Education Plan (IEP)

IV.   Emotionally Impaired Students
    A. Implement modifications specified in the student's Individual Education Plan (IEP), and psychiatric evaluation
    B. Consult resource teachers and guidance counselors for additional strategies or assistance

NOTE- Each students IEP is located in the Special Education Department

1.   <u>Classroom Environment</u> Teachers should consider whether students need to be close to the teacher, chalkboards, and their classmates. Conscious decisions about such givens as glare from windows, amount and kind of visual stimuli, and amount of physical activity should be adjusted based upon the individual needs of students. For some students, physically labeling classroom objects may support language learning.

2.   <u>Academic Accommodations</u> Printed Materials: In addition to providing clear worksheets and handouts for all students, teachers may need to enlarge print for some and to divide worksheets into small segments. Often they need to support visuals with oral explanation.

Amount of Work: For some students it may be necessary to reduce the amount of work assigned. They may instead assign a portion of a worksheet or assign one page of a workbook at a time.

Directions: Students who have difficulty responding to directions will benefit from hearing and repeating oral directions. Simplifying and numbering multi-step directions helps some children. Assigning a buddy may also help.

Note taking: Teachers should periodically review students' notes to assess skill. Summarizing key points of lessons and highlighting important words and concepts ow worksheets will assist students in determining main ideas. For some students it may be helpful to have available in the classroom or media center a highlighted copy of textbooks. Students may help by reviewing one another's notes or, in severe cases, by making carbon copies of own notes for another student.

Reading Assignments: Depending upon students' needs, teachers may pair students for reading or provide taped versions of text materials. In instruction, the teacher should set a purpose for reading, i.e., skimming for general information or reading carefully for specific information. In careful reading students may benefit from using index cards to keep their place and focus.

Writing Assignments: Students with severe writing problems may benefit from using a word processor, using an electronic spell checker, or even dictating their responses. In working problems they may need to use a calculator.

Textbook Usage: Teachers may need to teach students how to use the various parts of their textbook.

Oral Presentation: Teachers should consider these techniques in making it easier for students to follow their presentation:

- Write key words on the chalkboard before the oral presentation begins
- Use concrete examples
- Write a step-by-step example on the chalkboard for students' reference
- Alter rate of speech
- Provide ample "wait time" for student to respond
- Give visual clues, i.e., partial sentence, gesture, or visual aid
- Shorten time
- Include worksheets or hands-on materials to maintain students' attention
- Alternate instructional tasks

Grading Procedures: Teachers may consider assigning grades based on the student's ability instead of percentage of work successfully completed. They may permit additional time to complete written assignments, allow self-check of work against a model, and use frequent quizzes rather than long unit tests.

Management: Many of the same techniques which work for all students work well for students with special needs:

- Establish class rules
- Establish a consistent daily routine
- Clear the work area of unnecessary material
- Require students to keep a record of assignments
- Use the buddy system
- Use a color-coded system for organizing materials
- Praise the student often
- Focus on the positive
- Communicate positively as well as negatively with parents
- Stand close to student to encourage attention
- Provide practice in following test directions

Conclusion

This section has described many teaching strategies which support effective home economics instruction. Laboratory experiences, for example, are essential to a strong home economics program. Others--such as DRTA, graphic organizers, notetaking, and SQ3R--support acquiring declarative knowledge. In order to prepare their students for the Maryland School

Performance Assessment Program as well as the demands for life after public school. Home economics teachers should master the various strategies in this chapter and use them to vary and enhance their instruction.

Family & Consumer Sciences National Standards

Area of Study 1.0   Career, Community, and Family Connections
Integrate multiple life roles and responsibilities in family, work, and community settings.

Area of Study 2.0   Consumer and Family Resources
Evaluate management practices related to the human, economic, and environmental resources.

Area of Study 3.0   Consumer Services
Integrate knowledge, skills, and practices needed for a career in consumer services.

Area of Study 4.0   Education and Early Childhood
Integrate knowledge, skills, and practices required for careers in early childhood, education, and services.

Area of Study 5.0   Facilities Management and Maintenance
Integrate knowledge, skills, and practices required for careers in facilities management and maintenance.

Area of Study 6.0   Family
Evaluate the significance of family and its effects on the well-being of individuals and society.

Area of Study 7.0   Family and Community Services
Synthesize knowledge, skills, and practices required for careers in family & community services.

Area of Study 8.0   Food Production and Services
Integrate knowledge, skills, and practices required for careers in food production and services.

Area of Study 9.0   Food Science, Dietetics and Nutrition
Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

Area of Study 10.0   Hospitality, Tourism, and Recreation
Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation.

Area of Study 1.0   Career, Community, and Family Connections
Integrate multiple life roles and responsibilities in family, work, and community settings.

Area of Study 11.0   Housing and Interior Design
Integrate knowledge, skills, and practices required for careers in housing and interior design.

Area of Study 12.0   Human Development
Analyze factors that influence human growth & development.

Area of Study 13.0   Interpersonal Relationships
Demonstrate respectful and caring relationships in the family, workplace, and community.

Area of Study 14.0   Nutrition and Wellness
Demonstrate nutrition and wellness practices that enhance individual and family well-being.

Area of Study 15.0   Parenting
Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families.

Area of Study 16.0   Textiles, Fashion, and Apparel
Integrate knowledge, skills, and practices required for careers in textiles and apparels.

Standards from http://nasafacs.org/national-standards--competencies.html July 2013

Maryland Family & Consumer Sciences Education Content Standards

2007 Edition

Standard 1:   Reasoning about Individual, Family, Community and Career Concerns -
   Students will analyze and apply reasoning processes to address the needs of individuals and families within a diverse, global society.

Standard 2:   Concerns Related to Family and Human Development -
   Students will analyze and apply reasoning processes to address family and human development needs throughout the life span.

Standard 3:   Resource Concerns of Individuals, Families, and Consumers -
   Students will analyze and apply processes to achieve resource goals.

Standard 4:   Food and Nutrition Concerns of Individuals, Families and Society -
   Students will analyze and apply processes to address food and nutrition needs.

Standard 5:   Textile and Apparel Concerns of Individuals, Families and Society -
   Students will analyze and apply processes to address apparel and textile needs.

Standard 6:   Housing Concerns of Individuals, Families and Communities -
   Students will analyze and apply processes to address housing needs.

Found on Moodle.

Instruction/Course Outline

SCOPE AND SEQUENCE

Scope & Sequence

Grade 8:

Unit Title	Topics Covered	Number of Days
Personal Development	Intro/Class routines, Communication Skills, Goal setting, Team building	7-9
Foods and Nutrition	My Plate review, healthy lunches, nutrients, food safety, table setting/manners-review, kitchen safety-review, equipment, measurements, labs-lunch foods	15-20
Sewing	Review tools and skills, project, clothing design repair *schools with sewing machines are different.	10-12
Consumer Education	Check books, budget/spending plans	8-10
Child Care	Ages/Stages/Development, behavior management/child abuse, age appropriate activities	5-7

- Based on a 45 day class period.

UNITS/THEMES

I.   Personal Development   7-9 days

    A. *Unit Description*

This unit starts by introducing 8th graders to the course and getting ready for high school. It is strongly advised to be taught at the beginning of the semester, so that the skills can be utilized for the remainder of the course. This unit helps students increase their awareness of self, and the influence of those around them. It will focus on communication and interpersonal skills.

National Standards:
1.0   Career, Community, and Family Connections
2.0   Consumer and Family Resources
12.0   Human Development
13.0   Interpersonal Relationships

    B. *Unit Objectives*

At the end of this unit, students will be able to:

1.   Explain the expectations of the course, classroom management and grading procedures.
2.   Work cooperatively as team members on specific projects.
3.   Apply communication skills in daily interpersonal relationships.
4.   Examine the importance of building and maintaining a positive relationship with others.

    C. *Themes*

1. Course requirements and expectations
    - Students will have a clear understanding of the course requirements, responsibilities and expectations.
2. Communication skills necessary for success
    - Students will be able to apply communication skills in daily interpersonal relationships.
3. Learning to work cooperatively in groups
    - Students will be able to explain that the purpose of team building is to create trust, mutual support and enthusiasm which will lead to more efficient academic work and a more productive future career.
4. Building and maintaining healthy adult relationships

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- Students will understand the value of healthy relationships: getting acquainted, building team identity, experiencing mental support, valuing individual differences and developing synergy.

D. *Resources and Materials*
   1. Course guidelines/expectations for each student/parent
   2. Parent Letter for each student
   3. Material related worksheets, warm ups, exit tickets for each unit and student
   4. Craft supplies
      - Crayons
      - Markers
      - Colored pencils
      - Paper
      - Rules
      - Scissors
      - Glue/glue sticks
      - Magazines

II.   Consumer Education /Financial Education   8-10 days

A. *Unit Description*

The unit will examine factors that influence consumer choices. This unit will also focus on consumer aids, consumer redress and financial education.

National Standards:
1.0   Career, Community, and Family Connections
2.0   Consumer and Family Resources
3.0   Consumer Services
7.0   Family and Community Services
8.0   Food Production and Services
10.0   Hospitality, Tourism, and Recreation

B. *Unit Objectives*

At the end of this unit, students will be able to:

1.   Use consumer aids to make wise buying decisions.
2.   Use steps of redress to manage consumer complaints.
3.   Understand the purpose and benefits of financial institutions.

C. *Themes*

   1. Consumer Aids
- Students will utilize consumer aids to make wise consumer decisions.

   2. Redress
- Students will be able to use the steps to consumer redress to solve real life consumer issues.
- Students will be able to write a business complaint letter to a company.

   3. Financial Education
- Students will be able to understand and identify the different types of financial institutions
- Students will be able to explain the purpose and benefits of financial institutions.

D. *Resources and Materials*
1. Magazines and advertisements from newspapers
2. Examples of business letter format
3. Access to computers for students to type their complaint letters
4. Scissors
5. Glue
6. Construction paper
7. Sample checkbook pages
8. Local financial institutions for resources
9. Federal Reserve Bank resources

III. Sewing   10-12 days

A. *Unit Description*

This unit will focus on advanced sewing skills and includes the design, planning and creation of a project emphasizing safety and equipment.

National Standards:
1.0   Career, Community and Family Connections
2.0   Consumer and Family Resources
3.0   Consumer Services
5.0   Facilities Management and Maintenance
7.0   Family and Community Services
10.0   Hospitality, Tourism, and Recreation
16.0   Textiles, Fashion, and Apparel

B. Unit objectives

At the end of this unit, students will be able to:

1. List safety rules for the sewing laboratory.
2. Identify sewing equipment necessary for embroidery.
3. Demonstrate the ability to use at least 3 different embroidery stitches.
4. Apply sewing skills to designing and constructing a sewing project that is individualized to the student.

C. Themes

1. Safety
   - Students will know and follow the safety guidelines that have been discussed in class.
2. Equipment
   - Students will be able to identify equipment and their function used for hand sewing.
   - Students will be able to use embroidery floss and thread a needle properly.
3. Stitches
   - Students will be able to demonstrate embroidery stitches used in class.
   - Students will be able to explain to others how to create each stitch.
   - Students will be able to complete a sample of each stitch.
4. Project
   - Students will design a project and complete it using the stitches taught in class.

D. Resources and Materials
   - Felt
   - Embroidery needles
   - Embroidery floss
   - Gallon Ziploc baggies for each student labeled with names and period
   - Patterns for projects
   - Stitching cards
   - Small sharp scissors
   - Tracing pens/pencils/tailor's chalk
   - Buttons
   - Grade sheet for each student
   - Thread (multiple colors)
   - Sewing basket with sewing tools for each group (depends on class size of how many you will need)
     - Shears (at least 2)

- o Paper scissors
- o Thread scissors
- o Needle threaders (at least 1)
- o Box of pins
- o Washable Fabric Marker (blue)
- o Sewing/hem guage {6 inch ruler}
- o Spool of thread (at least 1 dark color)
- Sewing kit from company like Stanwood or NASCO
- Direction sheet (one per student)
- Patterns for second+ projects
- Scrap felt

IV. Foods and Nutrition   15-20 days

A. Unit Description

This unit will make students aware of proper nutrition by exploring food nutrients, additives and ingredients. Emphasis will be on healthy food made at home as opposed to eating fast food by analyzing food labels and ingredients. The unit also includes laboratory experiences based upon a nutritional lunch and will emphasize food and kitchen safety, etiquette, equipment, and teamwork.

National Standards:
5.0   Facilities Management and Maintenance
8.0   Food Production and Services
9.0   Food Science, Dietetics, and Nutrition
10.0   Hospitality, Tourism, and Recreation
14.0   Nutrition and Wellness

B. Unit Objectives

At the end of this unit, students will be able to:

1.   List factors that influence eating habits.
2.   Examine the food nutrients and their influence on the human body.
3.   Analyze their own diet using a basic knowledge of nutrition.
4.   Analyze the dietary information found on food labels.
5.   Demonstrate safety and sanitation procedures for working with foods.
6.   Identify and describe the uses of kitchen equipment.
7.   Identify proper laboratory procedures.
8.   Complete successful laboratory experiences related to lunch foods.

C. Themes

1. Nutrients
   - Students will be able to identify nutrients that are in the foods that they eat and how those nutrients affect the human body
2. Food choices- homemade vs. fast food ingredients
   - Students will be able to determine the nutrition of a meal- homemade vs. fast food
   - Students will be able to analyze their own diet using the basics of nutrition
3. Food labels
   - Students will be able to analyze dietary information found on food labels of any food
4. What makes a healthy lunch?
   - Students will understand the importance of a healthy lunch
   - Students will be able to make wise food choices at lunch
5. Safety and sanitation in the kitchen
   - Students will be able to demonstrate safety and sanitation procedures in the kitchen
   - Students will be able to clean up after a cooking lab
6. Equipment
   - Students will be able to correctly use the proper kitchen equipment to prepare
     a recipe
   - Students will be able to describe the correct equipment to be used in any recipe situation
7. Foods labs
   - Students will identify proper lab procedures
   - Students can correctly complete a recipe from start to finish in the class period and evaluate their work

D. Resources and Materials

1. Internet/ textbook/DVD resources on nutrients, food labels, ingredients
2. Safety agreement for each student/parent to sign
3. Kitchen equipment to go over
4. Easy lunch recipes

V. Child Care and Development   5-7 days

A. Unit Description

This unit introduces students to the developmental stages of infants to school age. The unit also addresses behavior management and child abuse.

National Standards:
1.0   Career, Community and Family Connections
2.0   Consumer and Family Resources
3.0   Consumer Services
4.0   Education and Early Child Care
7.0   Family and Community Services
12.0   Human Development
13.0   Interpersonal Relationships
15.0   Parenting

B. Unit Objectives

At the end of this unit, students will be able to:

1.   Describe ways to prevent accidents with children of various ages by recognizing potential hazardous situations.
2.   Identify and develop activities which are appropriate to various levels and interests.
3.   Identify age appropriate behavior management techniques.
4.   Recognize and identify the dangers of abuse.

C. Themes
1.   Ages and Stages
      • Students will be able to connect the age of a child with developmental stages.
      • Students will be able to create a list of activities appropriate for children at different ages. Students will be able to evaluate the appropriateness of toys for different ages of children.
2.   Safety
      • Students will be able to recognize safety hazards in the home as related to children.
      • Students will be able to brainstorm a list of emergency situations and role play those situations and decide how they should be handled.
      • Students will be able to create a document with emergency information needed in any child care situation.
3.   Behavior management
      • Students will discuss problems they may encounter when working with children.
      • Students will create a list of "techniques" to use with children as well as the inappropriate ways to deal with behavior.

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- Students will be able to recognize "neglect" and "abuse" and the correct procedures for reporting them.
  4. Baby Cup Project
     - Students will create a child or children using plastic cups and knowledge from the unit's lectures.
     - Students will create a "birth announcement" for their child or children using knowledge from the unit's lectures.

D. Resources and Materials

1. Child Care workers
2. Parents with young children
3. Lecture Materials
4. Movies
5. Craft materials
     o Crayons
     o Markers
     o Colored pencils
     o Paper
     o Rules
     o Scissors
     o Glue/glue sticks
     o Magazines

6. Children's toys
7. Children's books

Appendix

I.   **Family & Consumer Sciences Student Learning Objective Assessments**

8th grade SLO Test

1. A goal is _____.
   A. used to set achievements.
   B. used in soccer.
   C. used to gain a score.
   D. Not important.
2. A team is a _____.
   A. Sport.
   B. Group of people trying to achieve the same goal.
   C. Group of animals.
   D. Too many people trying to be the leader.
3. When communicating, eye contact shows _____.
   A. You do not care about the speaker.
   B. You are interested and listen to what the speaker is trying to convey.
   C. You think the person looks nice.
   D. Intimidation.
4. When communicating, body language tells us _____.
   A. How you feel.
   B. Your attitude.
   C. What you are trying to convey without words.
   D. All of the above
5. Mixed messages occur when _____.
   A. Your body language and verbal message do not match.
   B. You mix together different groups of friends.
   C. You ignore a message.
   D. None of the above.
6. To measure dry ingredients, you should use _____.
   A. A dry measuring cup.
   B. A bowl.
   C. A liquid measuring cup.
   D. Your hand.
7. To measure liquid ingredients, you should use _____.
   A. A tea pitcher.
   B. A liquid measuring cup.
   C. A dry measuring cup.
   D. A coffee cup.
8. The technique to measure liquids is _____.
   A. On a flat surface at eye level.
   B. In your hand at eye level.

C. Talking to a friend.

D. Standing above it looking down at the cup.

9. When measuring solid ingredients, such as brown sugar and shortening, you should _____.

A. Pack it in the cup and level it off.

B. Use a liquid measuring cup.

C. Lightly fill the cup.

D. Taste it first.

10. Safety and sanitation in the kitchen should include _____.

A. Pulling hair back.

B. Wearing an apron.

C. Washing your hands.

D. All of the above.

11. To prepare food properly you should _____.

A. Make up your own directions.

B. Taste the food during preparation.

C. Follow the recipe carefully.

D. Phone a friend.

12. Perishable food should not be left at room temperature for more than _____.

A. 15 minutes.

B. 2 hours.

C. 24 hours

D. 30 minutes.

13. The non-energy giving nutrients are _____.

A. Vitamins, Minerals, and Water

B. Carbohydrates, Vitamins, and Water.

C. Carbohydrates, Fats, and Protein.

D. Water, Fats, and Minerals.

14. The energy giving nutrients are _____.

A. Vitamins, Minerals, and Water

B. Carbohydrates, Vitamins, and Water.

C. Carbohydrates, Fats, and Protein.

D. Water, Fats, and Minerals.

15. The areas of growth and development of a child include _____.

A. Physical.

B. Emotional/Social.

C. Intellectual/Cognitive/Mental.

D. All of the above.

16. Why is it important to have age appropriate toys for children?

A. Choking hazard.

B. Physical development.

C. Mental development.

D. All of the above.

17. Running is what type of development?
       A. Mental
       B. Physical
       C. Social
       D. Intellectual
18. Interacting with others is what type of development?
       A. Mental
       B. Physical
       C. Social
       D. Intellectual
19. What do you need in order to get a job as an enrolled fourteen year old student?
       A. Driver's permit.
       B. Learner's permit.
       C. Work permit.
       D. Friend that owns a business.
20. What is your pay called after deductions?
       A. A crime.
       B. Theft.
       C. Gross.
       D. Net.

Answer Key for Student Learning Objective Assessment

6th	7th	8th
1. A	1. D	1. A
2. A	2. A	2. B
3. C	3. D	3. B
4. B	4. B	4. C
5. A	5. C	5. A
6. C	6. C	6. A
7. B	7. D	7. B
8. B	8. B	8. A
9. B	9. A	9. A
10. C	10. C	10. D
11. A	11. A	11. C
12. C	12. A	12. B
13. B	13. B	13. A
14. A	14. A	14. C
15. B	15. A	15. D
16. A	16. D	16. D
17. C	17. A	17. B
18. D	18. D	18. C
19. B	19. D	19. C
20. D	20. D	20. D

II. Family and Consumer Sciences Resources

    A. Personal Development
- Taboo
- YouTube
- When Dating Becomes Dangerous Video
- Clips of Pretty Woman/Image vs. First Impression
- Choices Magazines

    B. Foods and Nutrition
- Clips of Pretty Woman/Table Manners and Setting
- ChooseMyPlate.org
- Choices Magazines
- Spoiled Rotten: Food Safety Video
- Kitchen Safety Video
- YouTube
- Various Recipes and Websites
- Department of Agriculture
- Cooperative Extension Agencies
- Giant

    C. Sewing
- Stanwood Products
- HAAN
- NASCO
- Nancy's Notions

    D. Child Care
- YouTube
- PBS
- Choices Magazines
- Ages and Stages Magazines
- Family and Parenting Websites
- Various Parenting Magazines
- Discipline Videos

    E. Consumer Education/Financial Education
- Take Charge Today
- Federal Trade Commission
- Themint.org
- Federal Reserve Bank
- Local Bank Branches
- Maryland Division of Labor and Industry
- Junior Achievement