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| Analyze & Interpret: Sustainable ConstructionLearning Outcome 1Students will analyze and interpret the intent, purpose and goal of “sustainable” construction aka green building |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
| Assemble | Contrast | Discover | Identify | Organize | Select |
| Break down | Decipher | Discuss | Inspect | Outline | Separate |
| Calculate | Define | Dissect | Investigate | Paraphrase | Signify |
| Categorize | Detail | Distinguish | Label | Relate | Summarize |
| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

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| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about resource allocation?\* What have you learned about use of natural resources?\* What do you want to know about improving methods?\* What can you say about reducing natural resources use?\* What do you think about the goals vs. cost?\* How would you explain advantages to building owners?\* What would you use to support factual data?\* What is valid actual results?\* What is relevant to the building owner?\* What has meaning for owner?\* What information is most important to designer making decisions on plans to build? |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |

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| Analyze & Interpret: SanitationLearning Outcome 1Students will analyze and interpret the Sanitation Process |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
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| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

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| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about sanitation & sterilization?\* What have you learned about the differences?\* What do you want to know about the importance of both?\* What can you say about what you already know?\* What do you think about the overall process?\* How would you explain the process (both)?\* What would you use to support your conclusion (processes)?\* What is the significance of the support of your approach?\* What is valid to your process?\* What is relevant to your understanding?\* What has meaning for students learning the process?\* What information is most important to remember?\* How would I best organize the information on paper and in mind (Rote)?\* How would I categorize or classify the different parts of the processes?\* What is the purpose or motive of understanding the process?\* What are my assumptions about the importance of this knowledge? |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| Analyze & Interpret: CosmetologyLearning Outcome 1Students will analyze and interpret Cosmetology – Hair-shaping “O° degree haircut” |
| **When students analyze and interpret, they…**  |

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| Articulate | Compare | Differentiate | Gather | March | Resolve |
| Assemble | Contrast | Discover | Identify | Organize | Select |
| Break down | Decipher | Discuss | Inspect | Outline | Separate |
| Calculate | Define | Dissect | Investigate | Paraphrase | Signify |
| Categorize | Detail | Distinguish | Label | Relate | Summarize |
| Choose | Determine | Examine | Map | Rephrase | Understand |
| Clarify |  | Find |  |  |  |

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| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about Haircutting O° degree cut?\* What have you learned about proper sectioning?\* What do you want to know about how to hold the hair?\* What can you say about elevation?\* What do you think about sectioning and holding pattern?\* How would you explain demo & diagram?\* What would you use to support: mannequin, PowerPoints, pic’s?\* What is the significance of the support of PowerPoints & diagrams?\* What is valid - your approach?\* What is relevant to the process?\* What has meaning for finished cut?\* What information is most important to diagram and demo?\* How would I best organize the information on notes and diagrams? |  Additional Questions:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |