

Say Yes to FCS Education, an *individual event*, recognizes participants who demonstrate the knowledge and skills needed to explore and experience the career of being a Family and Consumer Sciences educator. Participants must prepare a **portfolio**, conduct classroom observations, plan and execute a lesson, develop an FCCLA integration plan, and deliver an **oral presentation**.

NEW JERSEY LEARNING STANDARDS

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
SLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
9.2.8.CAP.9:	Analyze how a variety of activities related to career impacts postsecondary options.
9.2.8.CAP.12:	Assess personal strengths, talents, values, and interests appropriate to jobs and careers to maximize career potential.
9.2.8.CAP.16:	Research different ways workers/ employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.12.CAP.6:	Identify transferable skills in career choices and design alternative career plans based on those skills.

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- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.
- 9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3 Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1 Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2 Explain the potential benefits of collaborating to enhance critical thinking and problem-solving.
- 9.4.8.IML.3 Create a digital visualization that effectively communicates a data set using formatting techniques such as form, position, size, color, movement, and spatial grouping.
- 9.4.8.IML.7 Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.
- 9.4.12.IML.8 Evaluate media sources for point of view, bias, and motivations.
- 9.4.8.TL.5 Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.
- 9.4.8.GCA.1 Model how to navigate cultural difference with sensitivity and respect.
- 9.4.8.GCA.2 Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.3.12.ED.2 Demonstrate effective oral, written, and multi-media communication in multiple formats and context.
- 9.3.12.ED-ADM.4 Identify instructional practices that meet the learning organization's objectives.
- 9.3.12.ED-PS.1 Identify strategies, techniques and tools used to determine the needs of diverse learners.
- 9.3.12.ED-PS.2 Implement methods to enhance learners success.
- 9.3.12.ED-TT.1 Use foundational knowledge if subject matter to plan and prepare effective instruction and design courses or programs.
- 9.3.12.ED-TT.4 Identify materials and resourced needed to support instructional plans.
- 9.3.12.ED-TT.5 Establish a positive climate to promote learning.
- 9.3.12.ED-TT.7 Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures.

CAREER READY PRACTICES

- ✓ Apply appropriate academic and technical skills.
- ✓ Communicate clearly and effectively with reason.
- ✓ Consider the environmental, social, and economic impacts of decisions.
- ✓ Demonstrate creativity and innovation.
- ✓ Employ valid and reliable research strategies.
- ✓ Utilize critical thinking to make sense of problems and persevere in solving them.
- ✓ Model integrity, ethical leadership and effective management.
- ✓ Plan education and career paths aligned to personal goals.
- ✓ Use technology to enhance productivity.
- ✓ Work productively in teams while using global competence.

NATIONAL STANDARDS FOR FAMILY AND CONSUMER SCIENCES EDUCATION

- 1.1.6 Develop a life plan, including pathways to acquiring the knowledge and skills needed to achieve individual, family, and career goals.
- 1.2.1 Analyze the potential career choices to determine the knowledge, skills, and attitudes associated with each career.
- 1.2.8 Demonstrate employability skills, work ethic, and professionalism.
- 4.2.1 Analyze child development theories and their implications for educational and childcare practices.
- 4.2.5 Analyze strategies that promote growth and development of children, youth, and adults.
- 4.3.1 Analyze a variety of curriculum and instructional models.
- 4.3.2 Implement learning activities in all curriculum areas that meet the developmental needs of learners.
- 4.3.4 Demonstrate a variety of teaching methods to meet the individual needs of learners.
- 4.4 Demonstrate a safe and healthy learning environment for children, youth, and adults.
- 4.5.3 Demonstrate interpersonal skills that promote positive and productive relationships with learners.
- 4.6 Demonstrate professional practices and standards related to working with children, youth, and adults.
- 12.1.1 Analyze the physical, emotional, social, and cognitive development.

EVENT LEVELS

Level 2: Participants in grades 9 – 10

Level 3: Participants in grades 11 – 12

ELIGIBILITY

1. A chapter may register two (2) entries in each event level.
2. An entry is defined as one (1) participant.
3. An event level is determined by a member's grade in school and affiliation status.
4. Participation is open to any affiliated FCCLA member.

PROCEDURES & REGULATIONS

1. The Say Yes to FCS Education project must be developed and completed within a one-year span beginning July 1 and ending June 30 of the school year before the National Leadership Conference.
2. The Say Yes to FCS Education project must be planned and prepared by the participants only. Supporting resources are acceptable as long as participants are coordinating their use and resources are cited appropriately verbally and/or in print during the presentation to avoid false credit for unoriginal or non-participant work.
3. Chapters with multiple entries in this event must submit different projects for each entry.
4. A table will be provided. Participants must bring all other necessary supplies and/or equipment. Wall space electrical outlets/equipment, and wireless Internet connection will not be available.
5. Spectators may not observe any portion of this event.
6. Two (2) individuals may be chosen from each event level to represent New Jersey at the National Leadership Conference.

Procedures and Time Requirements for Competition

Each participant <u>must</u> submit a digital <i>portfolio</i> by the identified due date and a hard copy <i>portfolio</i> to the room location designated in the State Leadership Conference program during the specified registration time.	
5 minutes	Each entry will have 5 minutes to set up for the event. Other persons may not assist.
10 minutes	The oral presentation <u>may be up to ten (10) minutes</u> in length. If audio or audiovisual recordings are used, they are limited to three (3) minutes playing time during the presentation. <i>Presentation equipment</i> , with no audio, maybe used during the entire presentation.
Following the presentation, evaluators will have the opportunity to ask questions of the participant.	
Evaluators will use the rating sheet to score and write comments for each entry.	

General Information					
Individual or Team Event	Prepare Ahead of Time	Participant Set Up/ Prep Time	Maximum Oral Presentation Time	Equipment Provided	Electrical Access
Individual	Portfolio, Oral Presentation	5 minutes	10 minutes	Table	Not provided

Presentation Elements Allowed									
Audio	Costumes	Easel(s)	File Folder	Large Newsprint Chart(s)	Portfolio	Props/ Pointers	Skits	Presentation Equipment	Visuals
■		■		■	■	■		■	■

SAY YES TO FCS EDUCATION SPECIFICATIONS

Portfolio






The *portfolio* is a collection of materials used to document and illustrate the work of the project. Students will submit a digital version and a hard copy version of the portfolio.

Digital Portfolio

Upon competitive event registration, an assigned digital folder via Google Drive will be provided to the adviser to submit the digital portfolio. The digital portfolio should be one digital PDF document containing all the specifications listed below in the same order as the “hard copy” portfolio. The digital portfolio is a digital replica of the “hard copy” portfolio. All digital materials must be submitted by **March 15, 2022** and privacy settings must be viewable to anyone with the link.

Hard Copy Portfolio

For the hard copy portfolio, materials must be contained in a standard binder (no larger than 12” high, 11” wide, and 2” in depth). A decorative and/or informative cover may be included. All materials, including the *divider pages* and tabs, must fit within the cover, be one-sided, and may not contain more than 26 pages, as described below. The *hard copy portfolio* will be presented at the State Leadership Conference and must be submitted to the room location designated in the State Leadership Conference program during the specified registration time.

1- 8½” x 11” page	<i>Project Identification Page</i>	<i>Plain paper</i> , with no <i>graphics</i> or decorations; must include participants’ name, school, chapter name, city, state, event name, event level and project title.
1- 8½” x 11” page	Table of Contents	List the parts of the <i>portfolio</i> in the order in which the parts appear.
1- 8½” x 11” page	FCCLA <i>Planning Process</i> Summary Page	Summarize how each step of the <i>Planning Process</i> was used to plan and implement the project; use of the <i>Planning Process</i> may also be described in the oral presentation. Each step is fully explained.
1 	Evidence of Online Project Summary Submission	Complete the online project summary form located on the “Surveys” tab of the FCCLA Portal, and include signed proof of submission in the <i>portfolio</i> .
0-6	<i>Divider Pages</i> or Sections	Use up to six (6) <i>divider/section</i> pages. <i>Divider/section</i> pages may be tabbed, may contain a title, a section name, <i>graphic</i> elements, thematic decorations, and/or page numbers. They must not include any other <i>content</i> .
Up to 16 8 ½” x 11” pages	FCS Education Research Summary 	Research three (3) postsecondary institutions that offer Family and Consumer Sciences Education programs. Complete the information as requested in the Family and Consumer Sciences Education Research Summary. The Family and Consumer Sciences Education Research Summary should not exceed two 8 ½” x 11” pages.
Up to 16 8 ½” x 11” pages	FCS Educator Interview Summary 	Using the questions and template provided, interview two <i>current</i> Family and Consumer Sciences Educators, one who is not employed at the school of the participant. Interviews may be conducted in-person or electronically. The Family and Consumer Sciences Educator Interview Summary should not exceed four 8 ½” x 11” pages.
	Classroom Observation Summary 	Conduct a minimum of two (total) classroom observations - one (1) Family and Consumer Sciences classroom observation and one (1) classroom observation in another Career and Technical Education course (Business, Agriculture, etc.). Use the provided template to record observations, and include a summary of each observation as indicated. The Classroom Observation Summary should not exceed four 8 ½” x 11” pages.
	FCCLA Integration Plan 	Identify three national FCCLA Programs for integration into the Family and Consumer Sciences curriculum. Complete the information required in the provided template. Activities should include leadership development, service, and career preparation. The FCCLA Integration Plan should not exceed two 8 ½” x 11” pages.
	FCS Marketing Lesson	Prepare, implement, and document one Family and Consumer Sciences

	Plan, Implementation and Documentation	<p>lesson plan marketing Family and Consumer Sciences Education to middle or high school students. The lesson should promote Family and Consumer Sciences Education as a career using information the participant has obtained through the FCS Education Research, Interviews, and Observations. Document the implementation of the lesson by use of follow up data and/or photographs.</p> <p>Planning: Indicate the topic, grade level, timeframe, FCCLA National Program and Competitive Events integration, learning objectives, national Family and Consumer Sciences standards and Career Readiness Practices selection.</p> <p>Organization: List all materials needed and describe the instructional strategies used to implement the lesson.</p> <p>Activities: Choose up to three activities to implement the lesson. Describe each activity; include activity timeframe, and materials needed.</p> <p>Assessment: Determine the assessment method(s) to evaluate the lesson and include ways to improve <i>content</i> and/or delivery.</p> <p>Other Resources: Develop resources needed to implement the lesson (handouts, etc.) and include them in portfolio as applicable.</p> <p>Sources and Notes: Include specific citations for materials used in lesson and any additional notes, as needed.</p> <p>The lesson plan should not exceed three 8 ½" x 11" pages.</p>
	Works Cited / Bibliography	Use MLA or APA citation style to cite all references. <i>Resources</i> should be <i>reliable</i> and <i>current</i> . Works Cited should not exceed one 8 ½" x 11" pages.
	Appearance	<i>Portfolio</i> must be neat, legible, <i>professional</i> and use correct grammar and spelling.

Oral Presentation

The oral presentation **may be up to ten (10) minutes** in length and is delivered to evaluators. The presentation should explain the specifics of the project and describe all project research and implementation. The presentation may not be prerecorded. If audio or *audiovisual equipment* is used, it is limited to 3 minutes playing time during the presentation. The *portfolio* will be used by the participant during the oral presentation.

Organization / Delivery	Deliver oral presentation in an organized, sequential manner; concisely and thoroughly summarize research.
Knowledge of Subject Matter	Present <i>current</i> data and show evidence of knowledge of trends in Family and Consumer Sciences Education.
Relationship of FACS Coursework	Describe the relationship of Family and Consumer Sciences coursework to selected career, Career Cluster, and Pathway.
Use of <i>Portfolio</i> and <i>Visuals</i>	Use <i>portfolio</i> to describe all phases of project. Use original, creative and appealing <i>visuals</i> to enhance the presentation.
Voice	Speak clearly with appropriate pitch, tempo and volume.
Body Language / Clothing Choice	Use appropriate body language including gestures, posture, mannerisms, eye contact and appropriate handling of notes or note cards if used. Wear appropriate business clothing for the nature of the presentation.
Grammar / Word Usage / Pronunciation	Use proper grammar, word usage, and pronunciation.
Responses to Evaluators' Questions	Provide clear and concise answers to evaluators' questions regarding project. Questions are asked after the presentation.

Say Yes to FCS Education Rating Sheet

Name of Participant _____

School _____ **Event Level** _____

INSTRUCTIONS:

1. Before student presentation, evaluators must check the participants' portfolio using the criteria and standards in the guidelines. If there is a discrepancy over or under the required number of items, please complete the Point Deduction sheet as necessary.
2. Write the appropriate rating in the "Score" column. Points given may range between 0 and the maximum number indicated. Total the points and enter under "TOTAL SCORE". Make comments to help participants identify their strengths and areas for improvement. Use the back of the sheet if necessary.

Evaluation Criteria	Poor	Fair	Good	Very Good	Excellent	Score	Comments
PORTFOLIO							
FCCLA Planning Process Summary Page	0-1	2	3	4	5		
FCS Education Research Summary	0-1	2	3	4	5		
FCS Educator Interview Summary	0-1	2	3	4	5		
Classroom Observation Summary	0-2	3-4	5-6	7-8	9-10		
FCCLA Integration Plan	0-1	2	3-4	5	6-7		
Work Cited/Bibliography	0-1	2	3	4	5		
Appearance – Neat and Organized	0-1	2	3	4	5		
FCS Marketing Lesson Plan							
FCS Marketing Lesson Plan: <i>Planning</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Organization</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Activities</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Assessment</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Other Resources</i>	0	1	2	3	4		
FCS Marketing Lesson Plan: <i>Sources, Notes, and Documentation</i>	0	1	2	3	4		
ORAL PRESENTATION							
Organization / Delivery	0-2	3-4	5-6	7-8	9-10		
Knowledge of Subject Matter	0-1	2	3	4	5		
Relationship of FCS Coursework	0	1	2	3	4		
Use of Portfolio and Visuals during Presentation	0-1	2	3	4	5		
Voice, Body Language, Clothing, Grammar and Pronunciation	0-1	2	3	4	5		
Responses of Evaluators' Questions	0-1	2	3	4	5		

Total Score _____

Verification of Total Score (please initial)

Evaluator _____

Room Consultant _____

Lead Consultant _____

Circle Rating Achieved:

Gold: 90-100

Silver: 79-89

Bronze: 70-78

SAY YES TO FCS EDUCATION
Research Summary Instructions

Instructions: Research three (3) postsecondary institutions in or outside of your state that offer Family and Consumer Sciences Education programs, and complete the table below. Provide your state's educational data by answering the questions below the table. Include this completed summary in the portfolio.

	Institution #1	Institution #2	Institution #3
Name			
Location (City and State)			
FCS Teacher Educator Contact Information			
College/ Department offering FCS Education Degree			
Average Yearly Cost (In-State and Out-State)			
Minimum Program Entry Requirements			
Minimum Graduation Requirement (Hours)			

STATE EDUCATION DATA: _____
(name of state)

Number of Family and Consumer Sciences programs in your state (Elementary, Middle, or High School):

What is the job outlook for Family and Consumer Sciences Educators in your state?

What is the beginning teacher's salary in your state?

What is the average teacher's salary in your state? What impacts salaries for teachers in your state?

What continuing education or professional development is required to maintain certification in order to teach in your state?

SAY YES TO FCS EDUCATION
FCS Educator Interview Instructions

Interview two (2) currently employed Family and Consumer Sciences Educators using the following questions, one who is not employed within the same school as the participant. Interviews may be conducted in-person or electronically. Provide a summary of their responses, to not exceed four (4) pages (total) in length.

Name of Family and Consumer Sciences Educator Interviewed: _____

Name of Employer: _____

___Elementary FCS Ed ___Middle School FCS Ed ___High School FCS Ed ___Postsecondary or Other FCS Ed

1. What is your undergraduate degree? If you have an advanced degree, what is it?
2. Why did you become a Family and Consumer Sciences Educator?
3. What parts of being a Family and Consumer Sciences Educator do you find most enjoyable?
4. What parts of being a Family and Consumer Sciences Educator do you find most challenging?
5. Do you integrate FCCLA into your courses and if so, how?
6. Why do teachers stay or leave this field?
7. What other career options are available to someone with your degree?
8. What professional content/technical skills would you consider essential to be a successful Family and Consumer Sciences Educator?
9. What personal/employability skills would you consider essential to be a successful Family and Consumer Sciences Educator?
10. What leadership, internship, work, or volunteer experiences would you recommend for students considering this career path?

**SAY YES TO FCS EDUCATION
Classroom Observation Instructions**

Instructions: Conduct a minimum of two (total) classroom observations – one in a Family and Consumer Sciences Education classroom and one classroom observation in another Career and Technical Education area. Use the template below to record your observations and include a summary as each observation as indicated on this form. Include this in the portfolio.

Educator Observed: _____ Subject: _____ School: _____

Grade Level: _____ Date and Time: _____

CRITERIA	DESCRIPTION/COMMENTS
1. Subject Matter Content - <i>knowledge of subject matter is evident and thorough</i>	
2. Organization - <i>organized, written lesson plan with clear objectives; class starts on time; regularly monitors online instruction</i>	
3. CTSO Integration – <i>instructor integrates FCCLA into the FCS classroom (appropriate CTSO for other CTE observation) through activities and/or assessment</i>	
4. Rapport - <i>instructor is respectful, fair, and impartial; provides feedback, encourages participation; positively interacts with students; shows enthusiasm</i>	
5. Teaching Methods - <i>relevant and variety of teaching methods, materials, techniques and technology; includes group involvement; focuses on and meets stated objectives</i>	
6. Presentation - <i>establishes online or classroom environment conducive to learning; maintains eye contact; clear voice and appropriate projection, enunciation, and standard English (or other language as appropriate)</i>	

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7. Management - <i>uses time wisely, demonstrates leadership, maintains discipline; maintains appropriate online platform management</i>	
8. Sensitivity - <i>exhibits respect to students' personal culture, gender differences, or disabilities</i>	
9. Student assistance - <i>assists students with instructional/academic problems</i>	
10. Personal - <i>exhibits self-control, professional behavior and appearance</i>	
11. Physical Environment - <i>number of students; layout of room; distractions if present (temperature, noise, etc.)</i>	

Strengths Observed:

Potential Areas of Improvement:

Most meaningful "takeaway" from this observation:

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FCCLA Chapter Integration Plan

Instructions: Using the provided template, identify three (3) national FCCLA Programs and complete the FCCLA Chapter Integration Plan. This plan should not exceed 2 pages in length.

National FCCLA Program	National FCCLA Program (or Program Unit) Description	Possible Classroom Connection (Course Names)	National Family and Consumer Sciences Standards Alignment	Type of Recognition	Grade Levels	Description of Class Instructional Activity (project, assignment, etc.)
FACTS – Families Acting for Community Traffic Safety	Unit: People – to understand and promote your role as a driver or passenger and keep yourself and others safe	Child Development	4.4.3 Implement strategies to teach health, safety, and sanitation habits. 15.3.1 Analyze community resources and services available to families.	<ul style="list-style-type: none"> State and national FACTS program recognition National Programs in Action STAR Event 	9-12	Guest speaker from the local hospital will present child safety seat information to the child development class. Students will create a safety tip card for possible placement in the hospital waiting room. Assessment by rubric.
National FCCLA Program #1						
National FCCLA Program #2						
National FCCLA Program #3						

SAY YES TO FCS EDUCATION
Lesson Plan Template

Use this template, in the order given, when preparing lesson plan. Plan may not exceed 3 pages in length.

Topic:
Grade Level:
Timeframe:
FCCLA National Program(s) Integration:
FCCLA Competitive Event (STAR Event, Skill Demonstration Event, FCCLA/LifeSmarts Knowledge Bowl, Knowledge Matters) Integration:
Learning Objectives:
National Family and Consumer Sciences Standards:
Career Readiness Practices (Select all that apply): <ul style="list-style-type: none"><input type="checkbox"/> Act as a responsible and contributing citizen and employee<input type="checkbox"/> Apply appropriate academic and technical skills<input type="checkbox"/> Attend to personal health and financial well-being<input type="checkbox"/> Communicate clearly and effectively and with reason<input type="checkbox"/> Consider the environmental, social and economic impacts of decisions<input type="checkbox"/> Demonstrate creativity and innovation<input type="checkbox"/> Employ valid and reliable research strategies<input type="checkbox"/> Utilize critical thinking to make sense of problems and persevere in solving them<input type="checkbox"/> Model integrity, ethical leadership and effective management<input type="checkbox"/> Plan education and career paths aligned to personal goals<input type="checkbox"/> Use technology to enhance productivity<input type="checkbox"/> Work productively in teams while using cultural global competence

Materials Needed:

Instructional Strategies:

Activity 1:

Activity 1 Timeframe:

Activity 1 Materials Needed:

Directions:

Activity 2:

Activity 2 Timeframe:

Activity 2 Materials:

Directions:

Activity 3:

Activity 3 Timeframe:

Activity 3 Materials Needed:

Directions:

Assessment (ex. journal, rubric, test, portfolio, observation, formative, summative, pre/post test, etc):

Other Resources (ex. graphic organizer, handouts, PowerPoint presentation, etc.):

Source (If Applicable: cite any published or copyrighted materials used in this lesson plan):

Additional Notes: