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| Analyze & Interpret: Sustainable Construction  Learning Outcome 1  Students will analyze and interpret the intent, purpose and goal of “sustainable” construction aka green building | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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 |  |  |  | | |
| **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: Sanitation  Learning Outcome 1  Students will analyze and interpret the Sanitation Process | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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 |  |  |  | | |
| **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: Cosmetology  Learning Outcome 1  Students will analyze and interpret Cosmetology – Hair-shaping “O° degree haircut” | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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 |  |  |  | | |
| **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:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |