

INSTRUCTIONAL STRATEGIES

Instructional strategies are the tools and techniques that teachers use to help students overcome obstacles to learning and reach higher levels of knowledge and understanding.

EXAMPLES

- 1 Scaffolding
- 2 Guided Practice
- 3 Differentiation
- 4 Open-Ended Questioning
- 5 Expert Jigsaw
- 6 High Expectations

- 7 Modeling
- 8 Non-Verbal Gestures
- 9 Positive Reinforcement
- 10 Prompting
- 11 Spaced Repetition
- 12 Think Pair Share

Economics In The School Curriculum K 12 Developments In Classroom Instruction

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Economics In The School Curriculum K 12 Developments In Classroom Instruction:

Economics in the School Curriculum, K-12 Mark C. Schug, 1985-01-01 **Resources in Education** ,1999-04
Home Economics Education: Instructional Materials Ohio State University. Center for Vocational and Technical Education, 1972 *Research in Education* ,1972 **Resources in Education** ,1995 *Bibliographic Guide to Education* ,1986 Home Economics Education Ohio State University. Center for Vocational and Technical Education, 1972
Hearings, Reports and Prints of the Joint Economic Committee United States. Congress. Joint Economic Committee, 1967
Resources in Vocational Education ,1977 **Effective Economic Education in the Schools** William B. Walstad, John Charles Soper, 1991 The Developmental Economic Education Program DEEP was launched in 1964 by the Joint Council on Economic Education as an experimental program in three school districts By 1989 there were 1 836 school districts enrolled in DEEP covering some 39 percent of the precollege student population This book tells the story of DEEP an effort to improve the economics education curriculum by involving teachers administrators universities and businesses in a curriculum change partnership This current look at the DEEP experience is divided into five major parts Part I consists of four chapters that give a rationale for economic education and explain in more detail the features of the DEEP model Part II focuses on the research and evaluation that have been conducted over the 25 year history of DEEP and on related studies of economic understanding among students in secondary and elementary grades The next two parts offer case studies of how DEEP works Part III looks at DEEP operations and issues in four diverse states Part IV shows how the DEEP process works in six different school districts In part V the focus shifts from the present to the future these chapters discuss the future of DEEP in the context of educational reform requirements for new curriculum materials needs of school districts and leadership from the Joint Council on Economic Education DB *Research in Education* ,1973 **Current Index to Journals in Education** ,1998 *Books in Series, 1876-1949* R.R. Bowker Company, 1982 **Journal of the National Education Association** ,1923 **The University of Michigan Bulletin** University of Michigan, 1979 Each number is the catalogue of a specific school or college of the University *Elementary and Middle-class Instruction in the Netherlands, and Their Development in Accordance with the Laws of 13th August 1857 (elementary Instruction) and 2nd May 1863 (middle-class Instruction)* ,1876 **Summer Session Catalog** University of Hawaii at Manoa, 1971 **Journal of Social Studies Research** ,1993 *Checklist of State Publications* ,1977 *International Education Resources* Pat Kern McIntyre, 1980

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