End of Course Project Options

DOLLARS AND SENSE
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Disciplined thinking that is clear, rational, and open minded and based on evidence
Formed by the addition of new material of the same kind, integrating, summing up
Absolutely necessary
Overcoming obstacles and finding a solution that best resolves an issue.
Instructional approach built upon authentic learning activities that engage student interest and motivation.
Worthy of acceptance
(3) The student identifies the importance of a well-written business plan. The student is expected to:

(A) categorize a business plan and the need for a well-orchestrated business plan;

(B) research business plan outlines, resources, and templates using web search engines;

(C) explain a marketing plan, including price competition, non-price competition, market analysis, competition, marketing research, market segmentation, demographics, and sales forecasting;
(1) The student demonstrates management of individual and family resources such as finances, food, clothing, shelter, health care, recreation, transportation, time, and human capital. The student is expected to:

(A) analyze the economic rights and responsibilities of individuals as consumers;
(B) apply management, planning skills, and processes to organize tasks and responsibilities;
(C) develop and apply multiple strategies for individuals and families to make choices to satisfy needs and wants;
(D) analyze the consequences of an economic decision made by an individual consumer such as the decisions to provide safe and nutritious foods, clothing, housing, health care, recreation, and transportation; and
(E) analyze the impact of media and technological advances on family and consumer decisions.
(2) The student demonstrates management of financial resources to meet the goals of individuals and families across the life span. The student is expected to:

(A) evaluate the need for personal and family financial planning, including budgeting, expense records, and maintaining economic self-sufficiency;
(B) compare types of loans available to consumers and distinguish criteria for becoming a low-risk borrower;
(C) connect mathematics to the understanding of interest, including avoiding and eliminating credit card debt;
(D) collect evidence and data related to implementing a savings program, the time value of money, and retirement planning;
(E) explore how to be a prudent investor in the stock market and other investment options;
(F) investigate the benefits of charitable giving;
(G) compare types of bank accounts available to consumers and the benefits of maintaining a bank account;
(H) demonstrate the ability to balance a check book;
(I) investigate bankruptcy laws, including ways to avoid bankruptcy;
(J) apply management principles to decisions about insurance for individuals and families;
(K) evaluate personal and legal documents related to managing individual and family finances such as birth certificates, medical records, social security cards, financial records, and property records; and
(L) demonstrate the ability to use calculators, spreadsheets, computers, and software in data analysis relating to finance.
(3) The student demonstrates effective consumer skills related to housing needs. The student is expected to:

(A) explain consumer rights and responsibilities associated with renting or buying a home;

(B) analyze legal and financial aspects of purchasing and leasing housing; and

(C) propose money-management skills necessary to make the transition from renting to home ownership.
(4) The student analyzes the relationship of the environment to family and consumer resources. The student is expected to:

(A) analyze individual and family responsibilities in relation to environmental trends and issues;
(B) summarize environmental trends and issues affecting families and future generations;
(C) demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment; and
(D) explain government regulations for conserving natural resources.
(5) The student analyzes relationships between the economic system and consumer actions. The student is expected to:

(A) analyze economic effects of laws and regulations that pertain to consumers and providers of services; and

(B) identify types of taxes at the local, state, and national levels and the economic importance of each.
(6) The student integrates knowledge, skills, and practices required for careers in consumer services. The student is expected to:
(A) explain the roles and functions of individuals engaged in consumer services careers;
(B) analyze opportunities for employment and entrepreneurial endeavors;
(C) summarize education and training requirements for consumer services careers; and
(D) investigate professional organizations for consumer services.

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End of Course
Project Options
A WEEK IN THE LIFE OF …….

- A bank examiner
- A financial counselor, etc.
- Create a scenario for a fictitious ___________
  - lifestyle: marital status, number of children, employment
- Create a 24 hour log for seven days
- Document and account for all 168 hours
DEVELOP A COMPREHENSIVE/
END OF COURSE TEST

- Criteria: must equal 100 points and cover material from the entire course.
  - 10 T/F questions
  - 10 fill in the blank questions
  - 10 multiple choice questions
  - 10 short answer questions
  - 1 essay question
  - Include test key
SERIES OF VIDEO CLIPS/DOCUMENTARY

- Select a topic - general or topic specific
  - focus on careers
  - technical skills
  - safety issues
- Video tape segments
- Create a documentary
INTERVIEW DOCUMENTARY

- Select a topic
- Develop a series of interview questions
- Video tape interviews
- Create a multimedia documentary
Two week detailed Diary or Journal Entries from the viewpoint of a...

- Bank Teller
- Chief Financial Officer
- Corporate controller
- Financial Analyst
Develop a Web Page or Newsletter Template with examples, for this class.
Develop a database of ..........

- local agencies and organizations
  - potential guest speakers
  - student volunteer opportunities
- financial agencies in the area interested in collaborating with the Dollars and Sense program
• Investigate business plan formats
• Develop a business plan for owning your own business
• If you began an entrepreneurship project earlier this year, expand the existing business plan with added details
• See FCCLA Star Event
• See SkillsUSA Event
Research and compile a collection of quotes and their authors
Must relate to each student expectation for this course.
SERVICE LEARNING PROJECT

• Develop a Service Learning Project along with a Service-Learning Project Evaluation
• Emphasize our course TEKS
• For additional information on service learning see: http://www.servicelearningtexas.org
COURSE TIME CAPSULE

- To be opened by next year’s (semester’s) new students
- Include “Artifacts” that reflect the course TEKS/contents of the course.
  - photos
  - favorite class projects
  - course syllabus
- Written log and justification for each included items
SCHOOL-TO-WORK PROJECT

• Determine the correlation between the course TEKS and preparing for the real world of work in this career field
  • explore one career field
  • explore a variety of career fields
  • format can vary- story board, multi-media
  • may include interviews or video clips
STUDENT AS RESEARCHER

- Conduct research on a topic, information or questions of personal interest related to the course TEKS
- Include a five+ page typed paper with cited resources and references.
- Check with English teacher for suggested style - APA, MLA
• Scrap book of the semester/year course
• May include:
  • course TEKS
  • favorite activities/lessons/pictures
  • course likes and dislikes
  • classmate autographs/comments
  • suggestions for improving the presentation of course content
• Personal reflection on what you learned from this course
• How you plan to use the information now and in the future
CAREER COLLEGE READINESS RESOURCE KIT

- Select a career
- Determine degree
  - degree plans
  - specialized certifications
- Investigate colleges/universities
  - Applications
  - Entrance exam fees
- Personal goals/timelines
OTHER PROJECT OPTION IDEAS?
REFERENCES AND RESOURCES

Websites:

• **AchieveTexas**
  - A college and career initiative designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics and *relevant* career education.
  
  [http://www.achievetexas.org/in](http://www.achievetexas.org/in)

• **Texas Education Agency**
  - Texas Essential Knowledge and Skills. The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students.
  

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