All students in this class will be required to complete an END OF COURSE PROJECT. This slide presentation will provide you with a variety of project options.
Disciplined thinking that is clear, rational, and open minded and based on evidence

Teacher note: The next five slides reflect the lesson terms and definitions found in the lesson Word Wall.

Has anyone ever heard the term critical thinking? Phrase the definition in your own words. Have students give examples of when critical thinking would be necessary.
Your END OF COURSE project will be cumulative. What does that mean?
What information did you learn in this class that you would consider essential?
When do we use problem solving skills? Why is it important to be able to find solutions or solve problems on our own?
Instructional approach built upon authentic learning activities that engage student interest and motivation
Worthy of acceptance
TENAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR CHILD DEVELOPMENT
(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 analyzes roles and responsibilities of parenting. The student is expected to:

(A) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;
(B) analyze relationship skills, including money management, communication skills, and marriage preparation;
(C) examine skills relating to the prevention of family violence;
(D) demonstrate first aid and cardiopulmonary resuscitation skills;
(E) assess the safety of purchases for children such as cribs, toys, clothing, and food; and
(F) explain factors that contribute to literacy.
(2) The student investigates components of optimal prenatal care and development. The student is expected to:

(A) identify signs and stages of pregnancy;
(B) analyze environmental and hereditary factors affecting fetal development such as Mendel’s Laws of Inheritance, genetics, and substances and how they affect the developing child and prenatal brain development;
(C) describe nutritional needs prior to and during pregnancy such as impact of proteins, lipids, and carbohydrates on fetal brain development;
(D) analyze reasons for medical care and good health practices prior to and during pregnancy;
(E) critique technological advances on prenatal care and development such as sound waves used for sonograms, amniocentesis, and alpha-fetoprotein test; and
(F) analyze the process of labor and delivery.
(3) The student investigates strategies for optimizing the development of infants of diverse backgrounds, including those with special needs. The student is expected to:

(A) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(B) generate ideas and gather information relevant to care and protection of infants such as child care options, abuse, guidance, services and agencies, immunizations, and appropriate health care;

(C) draw conclusions regarding the impact of the infant on the family in areas such as roles, finances, responsibilities, and relationships;

(D) identify typical growth and development of infants such as brain development and mental health;

(E) select and use appropriate standard international units to identify nutritional needs for infants such as caloric requirements, protein, lipids, carbohydrates, and portion control;

(F) research the advantages of breastfeeding; and

(G) describe and apply technical knowledge and skills required to be successful in careers involving infants such as neonatal intensive care specialist and infant mental health specialist.
(4) The student investigates strategies for optimizing the development of toddlers of diverse backgrounds, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, and intellectual needs of the toddler;
(B) create play activities for a toddler’s growth and development such as mathematics, science, physical movement, outdoor play, art, and music;
(C) identify patterns of typical growth and development of toddlers;
(D) identify community resources relevant to the care and protection of toddlers, including child care services, health care services, and organizations such as the National Association for the Education of Young Children; and
(E) work independently or collaboratively to prepare snacks or meals that meet nutritional guidelines for toddlers such as caloric, proteins, lipids, carbohydrates, and portion control.
(5) The student analyzes the growth and development of preschool children of diverse backgrounds, including those with special needs. The student is expected to:

(A) analyze the physical, emotional, social, and intellectual needs of the preschool child;
(B) describe the role of play in a preschool child's growth and development;
(C) develop activities for meeting developmental needs of preschool children such as moderate to vigorous physical exercise, reading development, communication, listening skills, and self-reliance;
(D) use complex inferences from text to support conclusions about care and protection of preschool children such as child care, family violence and abuse, guidance, services and agencies, and appropriate health care;
(E) work independently and collaboratively to prepare snacks or meals to meet nutritional guidelines such as caloric requirements, proteins, lipids, carbohydrates, and portion control; and
(F) identify appropriate licensing regulations for preschools.
(6) The student analyzes the growth and development of school-age children of diverse backgrounds, including those with special needs. The student is expected to:
(A) analyze the physical, emotional, social, and intellectual needs of the school-age child;
(B) analyze the role of the school environment on the growth and development of the school-age child;
(C) analyze how individual and group identities are established and change over time to identify typical growth and development of the school-age child such as brain development and social, emotional, and physical development;
(D) investigate care and protection of school-age children such as child care, abuse, guidance, services and agencies, immunizations, and appropriate health care;
(E) develop activities appropriate for school-age children such as moderate to vigorous physical exercise, reading development, communication, listening skills, independence, conflict resolution, stress management, and self-discipline;
(F) work independently or collaboratively to create nutritious snacks or meals appropriate for school-age children to prepare, including considerations such as caloric requirements, proteins, lipids, carbohydrates, and portion control;
(G) explore careers involving school-age children;
(H) discuss legislation and public policies affecting children; and
(I) propose short-term and long-term career goals in child development.
Distribute End of Course Project Options Map. Inform students that they will be viewing several End of Course Project Options, but will only be required to complete one project before the end of the school year.
A WEEK IN THE LIFE OF .........

- A child care provider
- A child care specialist, 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

Brainstorm other careers and lifestyle specifics.
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

Determine criteria - test must be typed, formatted and ORIGINAL questions.
What are some careers in this cluster?
What are some technical skills that we’ve learned?
Determine project criteria such number of individuals to interview and length of documentary. Students can discuss script and sample interview questions.
DIARY/JOURNAL ENTRIES

- Two week detailed Diary or Journal Entries from the viewpoint of a...
  - child development specialist
  - child care director
  - child care specialist
  - child care director/owner

Have students brainstorm ideas for this project.
Develop a Web Page or Newsletter Template with examples, for this class.

Make sure to follow district technology/campus technology guidelines
Develop a database of

- local agencies and organizations
- potential guest speakers
- student volunteer opportunities
- child care centers in the area interested in collaborating with the school Child Development program

Have students brainstorm format and criteria for this project. Example: agency name, address, phone number, services provided, contact and information.
Entrepreneurship Project /Extensive Business Plan

- 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
Have students brainstorm technology, presentation format and number of required quotes of this project.
What would this project look like?
Where would you find quotes?
Teacher note: Student ideas may be carried out the following school year.
To be opened by next year’s (semester’s) new students

Include “Artifacts” that reflect the course TEKS/contents o the course.

- photos
- favorite class projects
- course syllabus

Written log and justification for each included items

What are some other “artifacts” that can be included?
What resources can be used to create the time capsule?
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

This could even include a job shadowing or internship/training experience.
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
What other items could be included in this memory book?
Select a career

Determine degree
- degree plans
- specialized certifications

Investigate colleges/universities
- Applications
- Entrance exam fees

Personal goals/timelines

Project format can vary
Allow students to generate additional project options that are not on the slide presentation.
Are there any questions?
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](http://www.achievetexas.org)

- **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.
  - [http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html](http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html)