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.
Teacher note: The next 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?

Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
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?
Project Based Learning

Instructional approach built upon authentic learning activities that engage student interest and motivation.

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Recommended

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;
11. The student analyzes roles and responsibilities of caregivers. The student is expected to:

(A) determine the roles and responsibilities of caregivers related to the physical, intellectual, emotional, and social development of children;

(B) apply ethical codes of conduct to positive role-modeling behaviors;

(C) identify strategies for optimizing the physical, intellectual, emotional, and social development of children, including those with special needs;

(D) write with proper voice, tense, and syntax, assuring it conforms to standard English, in creating examples of coherent written communication between parents and children;

(E) investigate the legal responsibilities and laws involved in caring for children;

(F) analyze the impact of changing societal patterns and demographics on the role of parents, children, and other family members;

(G) access resources available for effective management of multiple adult roles that affect child care;

(H) investigate parenting skills and responsibilities, including child support and other legal rights and responsibilities that come with parenthood;

(I) analyze relationship skills, including money management, communication skills, and marriage preparation; and

(J) examine skills relating to the prevention of family violence.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Child Guidance

(2) The student analyzes child care options. The student is expected to:
(A) compare child care options for children of various ages;
(B) compare and contrast the financial considerations of child care options;
(C) examine criteria for selecting quality child care; and
(D) review minimum standards for licensing and regulations for center-based and home-based programs.
(3) The student analyzes responsibilities that promote health and wellness of children. The student is expected to:

(A) identify signs of good health and symptoms of illness in children;
(B) describe child guidance practices that contribute to the health and wellness of children such as requirements for rest, exercise, obesity prevention, public and personal safety, and sanitation;
(C) apply safe procedures in creating environments for children;
(D) prepare nutritious snacks or meals for children following the food guidelines in promoting children’s health such as portion control, caloric requirements, and nutrient needs;
(E) determine resources available for managing the health care of children such as children’s insurance, Children’s Health Insurance Program, and county health clinics;
(F) recognize symptoms of children in family crisis situations; and
(G) discuss society’s role in the protection of children and families.
(4) The student analyzes the effect of play in the development of children. The student is expected to:

(A) create examples of play that promote the physical, intellectual, emotional, and social development of children;

(B) describe characteristics and safety features of developmentally appropriate play activities, toys, and equipment for children;

(C) describe strategies caregivers may use to encourage constructive and creative play;

(D) determine potential uses and management of technology, media, and resources to foster healthy child development; and

(E) determine safeguards to prevent misuse and abuse of technology and media with children.
The student summarizes appropriate guidance techniques for children of various ages and developmental levels. The student is expected to:

(A) identify the various types of guidance and the effects on children;
(B) determine appropriate guidance techniques;
(C) explain behaviors that may lead to child abuse; and
(D) identify strategies that deter abusive behavior.
(6) The student makes informed career decisions that reflect personal, family, and career goals. The student is expected to:

(A) analyze the impact of career decisions on care giving;

(B) propose short-term and long-term career goals;

(C) assess personal interests, aptitudes, and abilities needed in the child-care profession;

(D) exhibit employability skills such as communication, problem solving, leadership, teamwork, ethics, and technical skills;

(E) demonstrate effective verbal, nonverbal, written, and electronic communication skills;

(F) demonstrate skills and characteristics of leaders and effective team members; and

(G) evaluate employment and entrepreneurial opportunities and educational requirements for early childhood development and services.
A Week in the Life of ........

- A child care administrator
- A child life 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 guidance counselor
  - child care director
  - child care supervisor
  - early childhood educator

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
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

Teacher note: You may choose to make copies of the FCCLA Star Event and SkillsUSA Event standards.
Multimedia Collection of Quotes

- Research and compile a collection of quotes and their authors
- Must relate to each student expectation for this course.

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?
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

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?
Career College Readiness Resource Kit

- 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.
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/

- 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