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?
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
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.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Counseling and Mental Health

1. The student applies mathematics, science, English language arts, and social studies in health science. The student is expected to:
   (A) evaluate the use of verbal and nonverbal language in a variety of mental health situations;
   (B) explain the nervous system of the human body;
   (C) identify societal perspectives related to mental health;
   (D) explain the physiological effects of stress and aging;
   (E) distinguish the psychological aspects of health and wellness across the life span;
   (F) identify socioeconomic factors that influence mental health and care;
   (G) compare social services such as drug dependency rehabilitation centers; and
   (H) differentiate maladaptive conditions such as paranoia, schizophrenia, and aggression.
(2) The student demonstrates verbal and nonverbal communication skills. The student is expected to:
(A) interpret verbal and nonverbal messages and adapt communication to the needs of the individual;
(B) demonstrate listening skills and techniques to minimize communication barriers; and
(C) implement communication skills that are responsive rather than reactive.
(3) The student researches career options and the preparation necessary for employment in mental health. The student is expected to:

(A) identify career opportunities related to mental health;
(B) research the role of the multidisciplinary team;
(C) justify the consequences of decisions;
(D) demonstrate techniques of peer mediation, problem solving, and negotiation;
(E) interpret, transcribe, and communicate mental health vocabulary; and
(F) investigate treatment options.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Counseling and Mental Health
The student models the ethical behavior standards and legal responsibilities related to mental health. The student is expected to:

- display ethical practices and the principles of confidentiality;
- research and describe legal aspects and issues of malpractice, negligence, and liability;
- examine designated scope of practice of professionals;
- recognize client rights and choices and circumstances that alter client rights;
- dramatize case studies related to client rights and choices;
- review legislation that affects standards of client care; and
- describe regulatory agencies such as the Department of State Health Services and Department of Aging and Disability Services.
(S) The student maintains a safe environment to prevent hazardous situations. The student is expected to:

(A) recognize abusive situations;
(B) anticipate and adapt to changing situations;
(C) demonstrate appropriate actions in emergency situations; and
(D) practice personal and client safety.
(6) The student analyzes the technology related to information services. The student is expected to:

(A) review the processes for collection and dissemination of health care data;
(B) classify equipment used in the delivery of mental health services; and
(C) employ technology consistent with the student’s level of training.
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.
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?
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.
Teacher note: Student ideas may be carried out the following school year.
Course Time Capsule

- 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 - storyboard, 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?
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/
- 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