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 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.
Recommended

Worthy of acceptance
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for Principles of Human Services
(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;
(A) explain and practice responsible decision making consistent with personal needs, wants, values, and priorities;
(B) establish measurable short- and long-term goals for personal and professional life;
(C) describe personal management skills needed for productivity such as time and energy;
(D) practice ethical and appropriate methods of conflict resolution;
(E) analyze the significance of grooming and appearance in personal and professional settings;
(F) assess the relationship of wellness to achievement;
(G) determine personal and occupational implications of substance abuse;
(H) evaluate appearance in personal and professional settings;
(I) apply clothing selection, maintenance, and repair skills to enhance career opportunities;
(J) practice leadership skills; and
(K) demonstrate effective communication skills.
(2) The student demonstrates the skills necessary to enhance personal and career effectiveness in consumer services. The student is expected to:

(A) apply the decision-making process in planning the allocation and use of finances;
(B) employ technology to manage resources;
(C) analyze consumer buying techniques that promote effective use of resources;
(D) investigate sustainable techniques for managing resources;
(E) describe rewards, demands, and future trends in consumer services careers; and
(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.
(3) The student demonstrates the skills necessary to enhance personal and career effectiveness in counseling and mental health services. The student is expected to:

(A) determine types of crises;
(B) determine appropriate responses, management strategies, and technology available to meet individual and family needs;
(C) determine effects of crises on individuals and families;
(D) determine crises typical of various stages of the life cycle;
(E) identify the contributing factors and describe the impact of stress on individuals and relationships;
(F) investigate causes, prevention, and treatment of domestic and relationship violence;
(G) describe rewards, demands, and future trends in counseling and mental health services; and
(H) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interest.
(4) The student demonstrates the skills necessary to enhance personal and career effectiveness in early childhood development and services. The student is expected to:
(A) identify the basic needs of children;
(B) analyze the responsibilities of caregivers for promoting the safety and development of children;
(C) evaluate developmentally appropriate guidance techniques for children;
(D) investigate causes, preventions, and treatment of child abuse;
(E) describe rewards, demands, and future trends in early childhood development and services; and
(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.
The student demonstrates the skills necessary to enhance personal and career effectiveness in family and community services. The student is expected to:

(A) identify the basic functions of the family, including roles and responsibilities;
(B) investigate societal, cultural, demographic, and economic factors affecting the responsibilities of family members;
(C) analyze the multiple roles and responsibilities assumed by individuals within the family;
(D) investigate community service opportunities;
(E) describe rewards, demands, and future trends in family and community services;
(F) explain the impact of nutrition on development, wellness, and productivity over the life span;
(G) prepare nutritious snacks or meals that contribute to wellness and productivity through the life span;
(H) analyze dietary practices across the life span; and
(I) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.
(6) The student demonstrates the skills necessary to enhance personal and career effectiveness in personal care services. The student is expected to:
(A) explore new and emerging technologies that may affect personal care services;
(B) investigate the specific state requirements for licensure in personal care services;
(C) create records, including electronic, of client services to retrieve personal care client information;
(D) examine different types of media to achieve maximum impact on targeted client populations;
(E) describe rewards, demands, and future trends in personal care services; and
(F) identify employment and entrepreneurial opportunities and preparation requirements in the areas of personal interests.
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.
Brainstorm other careers and lifestyle specifics.
Select a topic - general or topic specific
- focus on careers
- technical skills
- safety issues
- Video tape segments
- Create a documentary

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...
  - retail store manager
  - homeless shelter director
  - child protective services
  - family counselor

Have students brainstorm ideas for this project.
Make sure to follow district technology/campus technology guidelines
Develop a database of ........
- local agencies and organizations
- potential guest speakers
- student volunteer opportunities
- businesses and agencies in the area interested in collaborating with the Interpersonal Studies 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

Teacher note: You may choose to make copies of the FCCLA Star Event and SkillsUSA Event standards.
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 of 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?
Slide 32

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)