End of Course Project Options
Interpersonal Studies
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Critical Thinking

Disciplined thinking that is clear, rational, and open minded and based on evidence
Cumulative

Formed by the addition of new material of the same kind, integrating, summing up
Essential

Absolutely necessary
Problem Solving

Overcoming obstacles and finding a solution that best resolves an issue
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;
(1) The student evaluates factors related to personal development. The student is expected to:

(A) investigate factors that affect personal identity, personality, and self-esteem;

(B) analyze how the family influences the development of personal identity and self-esteem of all family members, including those with special needs; and

(C) propose strategies that promote physical, emotional, intellectual, and social development.
(2) The student determines short-term and long-term implications of personal decisions. The student is expected to:

(A) summarize the decision-making process;

(B) discuss consequences and responsibilities of decisions; and

(C) evaluate the effect of decisions on health, well-being, family, interpersonal relationships, employment, and society as a whole.
(3) The student analyzes considerations related to the transition to independent adulthood. The student is expected to:

(A) analyze adjustments related to achieving independence; and

(B) explore responsibilities of living as an independent adult.
The student analyzes the family's role in relationship development. The student is expected to:

(A) examine the development of relationships;
(B) investigate the family's role in fostering the abilities of its members to develop healthy relationships; and
(C) analyze effects of cultural patterns on family relationships.
(5) The student analyzes relationship development outside the family. The student is expected to:
(A) explore ways to promote positive friendships;
(B) assess the influence of peers on the individual;
(C) determine appropriate responses to authority figures; and
(D) propose ways to promote an appreciation of diversity.
(6) The student determines factors related to marital success. The student is expected to:

(A) discuss functions and roles of dating;
(B) analyze components of a successful marriage; and
(C) examine communication skills and behaviors that strengthen marriage.
(7) The student determines methods that promote an effective family unit. The student is expected to:

(A) describe diverse family structures;

(B) identify the function of individuals within the family;

(C) compare functions of families in various cultures;

(D) predict the effects of societal, demographic, and economic trends on individuals and the family;

(E) determine procedures for meeting individual and family needs through resource management;

(F) explain how technology influences family functions and relationships; and

(G) determine the impact of effective family functioning on community and society.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for INTERPERSONAL SKILLS

(8) The student determines how changes occurring throughout the family life cycle impact individuals and families. The student is expected to:

(A) describe the stages of the family life cycle;

(B) examine roles and responsibilities of individuals and family members throughout the family life cycle;

(C) analyze financial considerations related to the family life cycle;

(D) predict the effects of technological advances on families throughout the family life cycle; and

(E) formulate a plan for effective management of technology on families throughout the family life cycle.
(9) The student analyzes types of needs and crises experienced by individuals and families. The student is expected to:

(A) categorize types of crises and their effect on individuals and families;

(B) determine strategies for prevention and management of individual and family problems and crises;

(C) identify resources and support systems that provide assistance to families in crisis;

(D) assess management strategies and technology available to meet special needs of family members; and

(E) summarize laws and public policies related to the family.
(10) The student determines stress-management techniques effective for individuals and families. The student is expected to:

(A) describe the impact of stress on individuals and relationships;
(B) identify factors contributing to stress;
(C) practice creative techniques for managing stress; and
(D) implement positive strategies for dealing with change.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for INTERPERSONAL SKILLS

(11) The student determines opportunities and preparation requirements for careers in counseling and mental health services. The student is expected to:

(A) determine employment and entrepreneurial opportunities and preparation requirements for careers in the field of counseling and mental health services;

(B) determine how interests, abilities, and personal priorities affect career choice; and

(C) propose short-term and long-term career goals.
(12) The student exhibits employability skills. The student is expected to:

(A) practice effective verbal, nonverbal, written, and electronic communication skills;

(B) analyze the influence of cultural background on patterns of communication;

(C) practice positive interpersonal skills, including conflict resolution, negotiation, teamwork, and leadership;

(D) determine ethical practices in the workplace; and

(E) use leadership and team member skills in problem-solving situations.
TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) for INTERPERSONAL SKILLS

(13) The student analyzes management practices facilitating individuals assuming multiple family, community, and wage-earner roles. The student is expected to:

(A) determine the impact of career choice on family life;

(B) describe the effect of family life on workplace productivity;

(C) determine employment practices and trends that support families; and

(D) explain how technology impacts career options and family roles.
End of Course
Project
Options
A Week in the Life of ..........

- A school counselor
- A child abuse 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
Diary/Journal Entries

- Two week detailed Diary or Journal Entries from the viewpoint of a...
  - working mother or father
  - homeless shelter director
  - child protective services
  - family counselor
Web Page/Newsletter

Develop a Web Page or Newsletter Template with examples, for this class.
Database of……

- Develop a database of ………
  - local agencies and organizations
    - potential guest speakers
    - student volunteer opportunities
  - vendors, suppliers
  - businesses and agencies in the area interested in collaborating with the Interpersonal Studies program
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
- See FCCLA Star Event
- See SkillsUSA Event
Multimedia Collection of Quotes

- 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
Student Memory Book

• 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:

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