

# **AHS Learning Guide- Week of May 4, 2020**

## **CTE**

### **Culinary:**

- Students will learn the major responsibilities of the security department.
- Students will be able to describe the three basic tasks that security officers perform while on patrol.
- Students will be able to describe the relationship between the security department and the front desk.
- Students will learn about the four security-specific tasks that the director of security performs.
- Students will learn about the proper storage of food.

### **Education:**

- Students will be informed about Current Issues that they are facing and will reflect how they are affecting them personally.
- Students will examine the necessary skills required to be successful in the workplace.

### **Health Science:**

- Students will be able to prepare themselves for a job/college admissions/scholarship interview.
- Students will identify essential health care employees in a pandemic and the PPE gear needed.

### **Engineering & Robotics:**

- Students will formulate and document “Lessons- Learned” from the 3 Engineering Economics Assignments.

### **Entrepreneurship & Business:**

- Students will identify important responsibilities and safety practices for employers and employees.
- Students will research and compare published workplace policies and procedures.

### **Fashion:**

- Students will use the Rubric as a tool that will help them to know what is expected and what needs to be included in your business plan.

### **Law Enforcement:**

- Students will review the contents of the [PowerPoint](#) on Google classroom on Sentencing Guidelines.

### **Speech:**

- Students will be introduced with various people managing skills
- Students will learn how to utilize these skills in a workplace/team environment.

### **Welding:**

- Students will learn welding concepts through AWS welding modules followed by short assessments.

### **AV & Digital Design:**

- Students will identify the basic elements of a video PSA.

### **AG & Horticulture:**

- Students will read the notes and fill out the worksheet over job interviews.

**Intro To Hospitality - Van Wagner**  
**Intro to Culinary - Chef Skeen and Kerns**  
**Culinary - Chef Skeen**  
**Advanced Culinary - Chef Skeen**

**Objectives**

- Students will learn the major responsibilities of the security department.
- Students will be able to describe the three basic tasks that security officers perform while on patrol.
- Students will be able to describe the relationship between the security department and the front desk.
- Students will learn about the four security-specific tasks that the director of security performs.
- Students will learn about the proper storage of food.

**For Parents**

- **Guide Students through the following activities:**
  - Activity 1: [Hospitality: Security - PowerPoint](#)  
[Hospitality: Security - Note Guide](#)
  - Activity 2: [Proper Food Storage](#)

**Discuss and brainstorm with your student**

**Revise work as needed**

**Complete this process for all lesson activities**

**For Students**

- Activity 1: [Hospitality: Security - PowerPoint](#)  
[Hospitality: Security - Note Guide](#)
- Activity 2: [Proper Food Storage](#)

# CTE - Education & Training

## Objectives

- Students will be informed about Current Issues that they are facing and will reflect how they are affecting them personally.
- Students will examine the necessary skills required to be successful in the workplace.

## For Parents

### Guide students through the following activities:

**Activity 1:** Watch the short film or news clip and answer questions.

**Activity 2:** Follow directions for making poster.

**Activity 3:** Open the links to access Notes over Employability.

## For Students

**Activity 1:** Watch the short film at this link [Film Club: 'Fear, Humor, Defiance: How the World Is Reacting to Coronavirus'](#) (if you can't view this film, then please just watch the news one night this week and answer the questions accordingly, the best you can.) Answer the following questions on your own paper or email the answers to me or send me a picture of the answers.

1. Were there any surprises? Anything that challenged what you know — or thought you knew?
2. What messages, emotions or ideas will you take away from this film? Why?
3. What questions do you still have
4. What connections can you make between this film and your own life or experience? Why? Does this film remind you of anything else you've read or seen? If so, how and why?
5. Respond to the essential question at the top of this post: What can we learn from others' experiences of the coronavirus?

**Activity 2:** *You are to CREATE a poster/sign 8.5"x11" or larger to educate others about Autism Awareness. Once you have created it, go hang it somewhere around town or take a picture and post of your Social Media. Have someone take a picture or you take a selfie of yourself hanging your poster. If you choose to not hang, but to post on Social Media...screenshot your Social Media post and email to me. If you can't email, then text it to me via REMIND. [Irickaway@angletonisd.net](mailto:Irickaway@angletonisd.net)*

**Activity 3:** Read and understand the notes about employability skills

- [ICEV - Employability Skills \(lesson plan .pdf\)](#)
- [ICEV - Employability Skills \(notes .pdf\)](#)

# Health Science

## Objectives

- Students will be able to prepare themselves for a job/college admissions/scholarship interview.
- Students will identify essential health care employees in a pandemic and the PPE gear needed.

## For Parents

- **Guide Students through the following activities:**
  - **Activity 1 - Read the lesson provided - Preparing for an Interview, Discuss the Possible Interview Questions with your child.**
  - **Activity 2- Discuss with your child the essential healthcare personnel needed in a time of a pandemic. Also, what personal protective equipment (PPE) is needed for them to do their job.**

**Discuss and brainstorm with your student**

**Revise work as needed**

**Complete this process for all lesson activities**

## For Students

- **Activity 1: Review the lesson - Preparing for an Interview and complete the assignment, Portfolio Project, Part 2 (Interview Questions)**  
[Portfolio Project - Part 2 Preparing for an Interview](#)  
[Portfolio Project - Part 2, Interview Questions](#)
- **Activity 2: List three jobs in healthcare that are essential during the COVID-19 pandemic. Also, list three types of PPE (personal protective equipment) that are needed for them to do their job.**

# **Engineering/Robotics**

## **Lessons-Learned Engineering Economic Analysis**

### **Module**

#### **Objectives**

- Students will formulate and document “Lessons- Learned” from the 3 Engineering Economics Assignments

#### **For Parents**

- **Guide Students through the following activities:**
  - **Ensure that the student reviews their results of the 3 Economic Analysis Assignments that make up the Engineering Economic Analysis Module**
  - **Ensure that the student is able to use their work ( on the 3 Cost Module Assignments) plus the additional lesson information provided with this assignment to complete the Lessons-Learned Worksheet .**

#### **For Students**

- **Activity 1: Review and Understand your completed documentation for Assignments 1,2 & 3. Student will use their own documented results of Assignments 1, 2 &3 (Previously submitted and graded)**
- **Activity 2:Review and Understand Lessons-Learned material that is provided to support their work on Assignments 1,2&3.**  
[Engineering Cost Curriculum --Assignment #4](#)
- **Activity 3: Complete the Engineering Economic Analysis Case Study Worksheet.**  
[Estimating Engineering Costs](#)  
[Engineering Economic Analysis Lessons-Learned Worksheet](#)

# Entrepreneurship/Business

## Objectives .

- Students will identify important responsibilities and safety practices for employers and employees.
- Students will research and compare published workplace policies and procedures.

## For Parents

### •Guide Students through the following activities:

- Activity 1 - Discuss workplace policies and procedures.
- Activity 2 - Research workplace policies and procedures of an existing company.

Discuss and brainstorm with your student

Revise work as needed

Complete this process for all lesson activities

## For Students

- Activity 1: Write your own workplace policies for a fictional company of your choice.
  - Include no less than 15 policies. Be creative and consider specific things you would like to see if you were an employee. Your policies should fit the atmosphere you desire for your fictional company.
- Activity 2: Write a half page paper about how your policies and procedures compare to an existing company and why policies and procedures are important.

# Fashion Design - Business Plan

## ENTREPRENEURSHIP RUBRIC

### Owning My Own Business

#### Objectives

- Students will use the Rubric as a tool that will help them to know what is expected and what needs to be included in your business plan.

#### For Parents

Guide Students through the following activities:

- Activity 1: [Career Cluster Interest Survey](#) or [Career Cluster Spanish version](#)
- Activity2: [Top 3 Career Choices](#)
- Activity 3: Complete #2, and 3 of the [Entrepreneurship Rubric](#)

Discuss and brainstorm with your student

Revise work as needed

Complete this process for all lesson activities

#### For Students

- Activity 1: [Career Cluster Interest Survey](#) or [Career Cluster Spanish version](#)
- Activity2: [Top 3 Career Choices](#)
- Activity 3: Complete #2, and 3 of the [Entrepreneurship Rubric](#)

Plans should be typed on a document or in PowerPoint



# Law Enforcement

## Objectives

- Students will review the contents of the [PowerPoint](#) on Google classroom on Sentencing Guidelines.

## For Parents

- Guide Students through the following activities:
  - Activity 1: What is the punishment for a Class A offense, Capital Felony offense and 1<sup>st</sup> degree Felony offense?
  - Activity 2: What is the definition of (a) Mandatory sentence; (b) Suspended Sentence and (c) Capital Felony?

Discuss and brainstorm with your student

Revise work as needed

Complete this process for all lesson activities

## For Students

- Activity 1: What is the punishment for a Class A offense; Capital Felony offense; and 1<sup>st</sup> degree Felony
- Activity 2: What is the definition of (a) Mandatory sentence; (b) Suspended Sentence and (c) Capital Felony

## Bonus

Where does it have to be in order for an offense to be Law?

# Speech

## Objectives

- Students will be introduced with various people managing skills
- Students will learn how to utilize these skills in a workplace/team environment.

## For Parents

- **Guide Students through the following activities:**
  - **Activity 1: Guide students through the notes material and provide personal examples if needed and able.**
  - **Activity 2: Quiz- If needed, review incorrect answers with your student.**

**Discuss and brainstorm with your student**

**Revise work as needed**

**Complete this process for all lesson activities**

## For Students

- **Activity 1: Students will review/study the provided [Notes](#) packet**
- **Activity 2: Students will complete the provided [Quiz](#) after reviewing the notes.**

# Welding

## Objectives

- Students will learn welding concepts through AWS welding modules followed by short assessments.

Printed packets for all courses are available M-F at AHS. Pick up times are as follows:  
9-10 Last names A-F, 10-11 Last names G-L, 12-1 Last names M-R, 1-2 Last names S-Z

## For Parents

- Guide Students through the following activities:
  - Take the online Pre-quiz or printed quiz.
  - Go through AWS **MODULE 6 – Noise: Hazards and Prevention**
  - Take the online Post-quiz or printed Post-quiz.
  - Take a screenshot or picture of your results and send to your teacher via any medium available; google classroom, email, and or cell phone.

Discuss and brainstorm with your student

Revise work as needed

Complete this process for all lesson activities

## For Students

- Take the AWS welding [Pre-Quiz: Noise Hazards](#)
- Go through or read over the printed fact sheet. [Safety Module 6 Noise Hazards](#)
- Then take the AWS welding or printed quiz. [Post-Quiz: Noise Hazards](#)
- Take a screenshot or picture of your results and send to your teacher via any medium available; google classroom, email, and or cell phone.

## Additional Resources

- [AWS.org](#)

# AV-Digital Design

## Objectives

- Students will identify the basic elements of a video PSA.

## For Parents

- Guide Students through the following activities:
  - Activity 1 - View and analyze one or several PSAs on TV or online. Identify and discuss with them the basic elements listed in the Notes section.
  - Activity 2 - Help brainstorm a relevant community message that could be turned into a video PSA.

## For Students

- Activity 1: Read the [Google Slides Presentation](#) about the elements of a PSA.
- Activity 2: Complete the [Google Doc](#) analyzing a PSA that you have found on TV or online.

## Additional Resources

- <https://www.youtube.com/watch?v=4uetbsgXBEs>

# Ag/Horticulture

## Objectives

- Students will read the notes and fill out the worksheet over job interviews.

## For Parents

- Guide Students through the following activities:
  - Activity 1 Guide your student through what to expect in a job interview. What are questions you were asked?
  - Activity 2 Help them write a paragraph over appropriate and inappropriate behavior in a job interview, and how to conduct themselves.

Discuss and brainstorm with your student

Revise work as needed

Complete this process for all lesson activities

## For Students

- Activity 1: Read the notes, then complete the [activity](#)
- Activity 2: Read the notes, then complete the [activity](#)

## Additional Resources

- [Notes](#)