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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management and Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Advanced Technical Skills in Business |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (9) The student uses information technology tools to manage and perform work responsibilities:   1. The student is expected to demonstrate advanced web search skills; 2. The student is expected to demonstrate advanced word-processing skills; 3. The student is expected to apply advanced presentation applications; 4. The student is expected to demonstrate advanced spreadsheet applications; and 5. The student is expected to enter data without error. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**   * Upon completion of this lesson, each student will understand how to use information technology tools to create business related documents.   **Specific Objectives**   * Students will demonstrate the use of advanced technology applications. * Students will use formulas and functions to create business spreadsheets. * Students will create web pages and presentations. |
| **Rationale** | Using effective information technology tools in businesses today helps to increase productivity, to measure productivity and to perform other business functions accurately. This lesson is designed to assist students in developing technological proficiencies in word processing, spreadsheets, and presentations to create effective business-related documents, as well as in developing effective webpages. |
| **Duration of Lesson** | 10-13 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * Spreadsheet – a piece of computer software used for showing rows and columns of numbers or other data, and for doing calculations with this data. * Presentation – a way to present information to a group of people about a new product, plan, etc. * Formula – a mathematical rule expressed in a set of numbers and letters. * Functions – a relation that uniquely associates members of one set with members of another set. * Web page – a page of information on the internet about a subject, that forms (a part of) a website. * Word processing – a program used for preparing documents and letters, or a computer for doing this. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Student Notes sheet * Student worksheets * Job 4 Flyer   **Materials Needed:**   * Copies * Pencils   **Equipment Needed**   * Teacher computer * Projector for student presentations * Calculators |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** students to remember the last time they saw a presentation and have them make a list of everything they remembered from the presentation.  **Have** students sketch on paper ideas for a webpage they would like to create (make sure students use ideas that are school/classroom appropriate).  **Ask** students to list different types of charts (pie, bar, line, etc.). Then tell students that spreadsheets can be used to create different types of charts. |
| **Direct Instruction \*** | 1. Word Processing 2. Explain to students that word processing applications can be used to create a variety of documents. 3. Students will complete the Word Processing project. 4. Spreadsheet 5. Show students a blank spreadsheet and have them come up with ways a spreadsheet may be helpful in the workplace. 6. Students will complete the Spreadsheet Project. 7. Presentation 8. Review the presentation checklist with students at the bottom of the Presentation Project assignment. 9. Students will complete the Presentation Project. 10. Web Pages 11. Have students recall the last time they were on the Internet and the website they were viewing. 12. Have students rate the webpage and brainstorm ways to improve the webpage. 13. Students will complete the Webpage Project.   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Guided Practice \*** | The teacher will present information to students and encourage discussions. The teacher will monitor students’ independent practices. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Word Processing Project:**  **Spreadsheet Project:**  **Worksheets:**  **Presentation Project:**  **Creating a Webpage:** |
| **Lesson Closure** | * What type of documents can be created using a word processing application? * What are some things you should check for when creating a presentation? * What must you do to a word processing document to turn it into a webpage? |
| **Summative / End of Lesson Assessment \*** | Tests over the material. |
| **References/Resources/**  **Teacher Preparation** | **References**   * Local newspapers * Television Network Newscasts and the Internet * State of Utah Business Law Curriculum: http://schools.utah.gov/cte/business\_resources\_law.html |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English**  **110.42. (b) Knowledge and skills.**  (6) Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.   1. The student is expected to expand vocabulary through wide reading, listening, and discussing 2. The student is expected to rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary   (7) Reading/comprehension. The student comprehends selections using a variety of strategies.   1. The student is expected to identify main ideas and their supporting details 2. The student is expected to summarize texts 3. The student is expected to read silently with comprehension for a sustained period of time   **Speech**  **110.56. (b) Knowledge and skills**  (1) (A) Explain the importance of communication in daily interaction;  (2) (E) participate appropriately in conversations for a variety of  purposes;  (3) (A) use appropriate communication in group settings  (E) use appropriate verbal, non-verbal, and listening strategies to  communicate effectively in groups; and  (5)(B) use language clearly and appropriately. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of America  Future Business Leaders of America |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)