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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** | Business English |
| **Lesson/Unit Title** | Survey Design and Analysis |
| **TEKS Student Expectations** | **130.135 (c) Knowledge and Skills**(3) The student employs appropriate research techniques to produce effective business communication.(D) The student is expected to design, conduct, and analyze the results of a survey(7) The student produces business documents using current and emerging technology. (A) The student is expected to format business documents(9) The student understands how to collect and use information in procedural texts and documents. (B) The student is expected to evaluate the structures of text such as format or headers for their clarity and organizational coherence(11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (A) The student is expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea(C) The student is expected to revise drafts to clarify meaning, consistency of tone, and logical organization(15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Performance Objective**The student employs appropriate research techniques to produce effective business communications.**Specific Objective**The student will be able to design, conduct, and analyze the results of a survey. |
| **Rationale** | Conducting accurate and meaningful surveys is one of the most important facets of market research. Businesses spend billions of dollars to find out what people think and feel. The survey research design is a very valuable tool for assessing opinions and trends. This lesson will demonstrate how to design a meaningful survey, ways to conduct the survey, and analyze the results of the survey. |
| **Duration of Lesson** | 4 days |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms*** **Organize** ‐ to systematize.
* **Effective** ‐ adequate to accomplish a purpose.
* **Survey** ‐ A general view, examination, or description of someone or something.
* **Design** ‐ Decide upon the look and functioning of (a building, garment, or other object), typically by making a detailed drawing of it.
* **Conduct** ‐ Organize and carry out.
* **Analyze** ‐ Examine methodically and in detail the constitution or structure of (something, esp. information), typically for purposes of explanation...
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| **Materials/Specialized Equipment Needed** | **Instructional Aids:*** Survey Design and Analysis Project Instructions
* Types of Survey Questions
* Sample Survey
* Survey Design and Analysis Rubric
* Websites listed in the References Section
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Ask:** Do you know what a survey is?**Ask:** Do you know the purpose of a survey?**Ask:** Have you ever participated in a survey?**Ask:** Have you ever designed, conducted, or analyzed a survey?**Say:** The purpose of surveys varies as much as the different types of surveys that can be designed, but allsurveys have one commonality—to gather information.**Say:** The key to an effective survey is understanding what kind of information you want the results to yield,and then designing a survey that will give you the best results.**Say:** By the end of this project, our goal is to give you practice and improve your understanding of how todesign, conduct, and analyze a survey. |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls
2. Introduction (Ask and Say)
3. Ask student to determine the following:
	1. Will you work with a partner or on your own?
	2. What is the subject of your survey?
4. Designing the Survey—use the file provide “Types of Questions” to help students see what types of questions are available to ask. Your requirements can be one type of question, or you can require a variety of types of questions.
5. Conducting the Survey—you can have students conduct the survey in class, or you can have them gather responses outside of class. Teachers should use whatever online survey method is preferred.
6. Analyzing the Survey—students can pick out three to five of the survey questions/answers, and then write a conclusion based on the results.

*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** NONE
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| **Guided Practice \*** |  |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will complete the following:* Determine if he/she will work alone or with a partner
* Determine a subject for the survey
* Design a 10‐question survey (using a variety of types of questions)
* Conduct a 10‐question survey (either with classmates or outside of class)
* Report findings of a 10‐question survey
* Analyze results of a 10‐question survey

**Survey Design and Analysis Project Instructions***Objectives:* To give you practice in designing, conducting, and analyzing a survey.* **Day 1**: Decide whether you want to work on your own or with a partner, and thendetermine a subject for you survey.
* **Day 2**: Create survey questions. You will create a 10‐question survey and tally sheet based onthe subject of your choice. Of the 10 questions, only seven can be “multiple choice‐one answer.” A sample of how to type up/write your survey is provided, as well as a document that shows different types of questions and the format of their answers.
* **Day 3**: Conduct Survey. You will gather and record information from 10 people.
* **Day 4**: Analyze Survey. You will choose three to five of your 10 questions to report and analyzeresults.
* **Day 5**: Revise/edit/submit in final document.
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| **Lesson Closure** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | Survey Analysis Project (rubric provided). |
| **References/Resources/****Teacher Preparation** | **References**Online survey website of choice |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | **English‐English IV*** 110.34 (b) (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.
* 110.34 (b) (17) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.
* 110.34 (b) (18) Students will write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.
* 110.34 (b) (19) Students are expected to spell correctly, including using various resources to determine and check correct spellings.
* 110.34 (b) (9) Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.
* 110.34 (b) (13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.
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| **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) | * As the teacher, design a survey about this project and have students take your survey. Have them look at the results and then do a compare/contrast with their survey and your survey, or have them draw three conclusions to the results of your survey.
* Have students find an online survey they can do on their own. They can email you the following information: 1) Survey Website Link, 2) Topic of Survey, and 3) Three questions from the survey.
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| **Family/Community Connection** |  |
| **CTSO connection(s)** | Business Professionals of AmericaFuture 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)