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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** | Business Project |
| **TEKS Student Expectations** | **130.135. (c) Knowledge and Skills**  (3) The student employs appropriate research techniques to produce effective business communication.  (F) The student is expected to create a business project incorporating data imported from various sources |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | The student will be able to research and develop a business project incorporating data imported from various sources. |
| **Rationale** | The main purposes of this lesson are to give students the opportunity to determine a topic of choice, determine what type of paper/presentation they will be creating, research a topic of choice, and report his/her findings in either a traditional (paper) or non‐traditional (presentation) form. |
| **Duration of Lesson** | When taught as written, this lesson should take approximately 480 minutes to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Research‐ Diligent and systematic inquiry or investigation into a subject to discover or revise facts, theories, applications, etc. * Develop‐ To bring out the capabilities or possibilities of; bring to a more advanced or effective state. * Data‐ Individual facts, statistics, or items of information. * Analytical Paper‐ Breaks down an issue or an idea into its component parts, evaluates the issue or idea, and presents this breakdown and evaluation to the audience. * Expository Paper‐ Explains something to the audience. * Argumentative Paper‐ Makes a claim about a topic and justifies this claim with specific evidence. The claim could be an opinion, a policy proposal, an evaluation, a cause‐and‐effect statement, or an interpretation. The goal of the argumentative paper is to convince the audience that the claim is true based on the evidence provided. * Cause and Effect Paper‐ Explains one action or event that caused certain effects to occur so as to identify patterns and explain why things turned out the way they did. * Narrative Paper‐ Tells a story in such a way that the audience learns a lesson or gains insight. * Descriptive Paper‐ Describes a person, object, or event so vividly that the reader feels like she/she could reach out and touch it. * Thesis Statement‐ A sentence that should be specific, should cover only what you will discuss in your paper, and should be supported with specific evidence. * Variety‐ A number of different types of things, especially one in the same general category. * Reference‐ A book, passage, etc. to which one is directed. * Sources‐ A book, statement, person, etc. supplying information. * MLA Format‐ MLA style has been widely adopted by schools, academic departments, and instructors for over half a century. The association's guidelines are also used by over 1,100 scholarly and literary journals, newsletters, and magazines and by many university and commercial presses. The MLA's guidelines are followed throughout North America and in Brazil, China, India, Japan, Taiwan, and other countries around the world. * Planning‐ Use of a method to proceed, create, and/or arrange. * Rough Draft‐ The preliminary stage of a written work in which the author begins to develop a more cohesive product. * Editing‐ To correct. * Revising‐ To amend or alter to make corrections. * Publishing‐ To publicly issue the work. * Final Draft‐ Relating to or constituting an end or purpose. |
| **Materials/Specialized Equipment Needed** | * Instructor Computer/Projection Unit * Websites listed in the References Section * Business Project Topics List document * Business Project Evaluation Checklist Self-Evaluation * Business Project Evaluation Checklist Peer-Evaluation * Business Project Evaluation Checklist Teacher-Evaluation * Presentation template/outline * Writing template/outline |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask** Do you know how to research for information on a specific topic?  **Ask** Do you know the different types of papers/presentations you can give?  **Ask** Do you know how to include information in a paper that isn’t original (meaning, you did not come up withthe information or the wording)?  **Ask** Do you know how to write a thesis statement?  **Ask** Do you know how to put together an effective paper/presentation that not only meets the requirements,but is interesting?  **Say** If you know how to do these things, then this assignment will be a refresher on the topics and skills.If you don’t know how to do these things, this will be your opportunity to learn how to put together a research document that includes both material that is original (your own words, your perspective) and combine it with supporting information from other people’s research, words, and perspective.  **Say** We will be spending several days on this project. There will be spot checks and due dates throughout theproject. These projects will be graded by self‐evaluation, peer‐evaluation, and teacher evaluation. Self‐ Evaluation will account for 25% of your grade, Peer‐Evaluation will account for 25% of your grade, and Teacher‐Evaluation will account for 50% of your grade. |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls   During the 1 week of school, students will have created personal, possibly electronic, Word Walls. The method and location will be established by the instructor.   1. Introduction (Ask and Say) 2. Guided Practice- What Makes a Good Thesis Statement?   Students will be introduced to the project objectives, timeline, requirements, etc. They will determine 1) whether they will work alone or with a partner, 2) which topic they want to do, 3) which format they will use (paper or presentation). Each day will require the completion of at least one part of the project. As the teacher, you will determine which part(s) are completed and when (unless you want to use the provided guide)   1. Independent Practice- Project   Compete a paper or presentation with the following:  ‐Title Page/Title Screen (MLA Format/Information)  ‐Introductory paragraph/screen with thesis statement  ‐Paragraph/Screen 1= Point 1 Paragraph/Screen 2= Point 2 Paragraph/Screen 3= Point 3 Conclusion Paragraph/Screen  Within the paper/presentation, students must include the three references (different types), and at least two of the remaining options:   1. Pop culture reference (cartoon, represented in television/film, topic for conversation on any social media website, mentioned in a song, subject of any artwork/graphic) 2. Special interest story (any topic related story about yourself or someone you know) 3. Original graph or chart (any object that helps better explain or support your point) 4. Quote and author of quote (any quote that helps better explain or support your point) 5. Presentations (optional)   Students will give presentations or “switch papers” for the peer evaluation.  Review lesson objectives and evaluate the project.   1. Review and Evaluation of Lesson   *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 \*** | *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will complete the following:   * Determine if he/she will be working alone or with a partner * Determine project topic * Determine how the information will be presented (paper or presentation) * Compete a paper or presentation with the following: * Title Page/Title Screen (MLA Format/Information) * Introductory paragraph/screen with thesis statement * Paragraph/Screen 1= Point 1 * Paragraph/Screen 2= Point 2 * Paragraph/Screen 3= Point 3 * Conclusion Paragraph/Screen * Within the paper/presentation, you must include the three references, and at least two of the remaining options: * Three references (different types) * One pop culture reference (cartoon, represented in television/film, topic for conversation on any social media website, mentioned in a song, subject of any artwork/graphic) * One special interest story (any topic related story about yourself or someone you know) * One original graph or chart (any object that helps better explain or support your point) * One quote and author of quote (any quote that helps better explain or support your point)   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **Lesson Closure** | Review the lesson’s purpose and evaluate its effectiveness. |
| **Summative / End of Lesson Assessment \*** | * Self‐Evaluation (25%) * Peer‐Evaluation (25%) * Teacher‐Evaluation (50%)   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website. |
| **References/Resources/**  **Teacher Preparation** | **Preparation**   * Review and familiarize yourself with the terminology, all website links, and any resource materials required. * Have materials and websites ready prior to the start of the lesson. * Check with your school and district and see if you have both mission statement and vision statement. If you do, then have these ready and available to share with your students.   **References**   * [**www.dictionary.com**](http://www.dictionary.com/) * [**http://owl.english.purdue.edu/owl/resource/545/1/**](http://owl.english.purdue.edu/owl/resource/545/1/) * [**http://www.roanestate.edu/owl/Cause.html**](http://www.roanestate.edu/owl/Cause.html) * [**http://www.mla.org/style**](http://www.mla.org/style) * [**http://www.indiana.edu/~wts/pamphlets/thesis\_statement.shtml#unassigned**](http://www.indiana.edu/%7Ewts/pamphlets/thesis_statement.shtml) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **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)(13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. * 110.34(b)(22) Students clarify research questions and evaluate and synthesize collected information. * 110.34(b)(23) Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into an extended written or oral presentation. * 110.34(b)(26) Students work productively with others in teams (if applicable). |
| **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) | * Have students create a collage of graphics/pictures that represent their viewpoints on the topic they chose. * Have students create a flyer that introduces them to the “public” as the newest writer to publish a “book” on the topic they have chosen. * Have students create a five‐question interview on the topic they chose and gather data from sources outside the classroom. |
| **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)