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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** | Principles of Business, Marketing, and Administration |
| **Lesson/Unit Title** | Impact of Productivity |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**  (8) The student analyzes cost and profit relationships in finance.  (A) The student is expected to explain the concept of productivity  (B) The student is expected to analyze the impact of specialization and division of labor on productivity |
| **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:   1. Analyze cost and profit relationships in finance 2. Explain the concept of productivity 3. Analyze the impact of specialization and division of labor on productivity |
| **Rationale** | It is important to understand the factors that affect productivity, as profit and loss in finance, depend on how productive the work has been. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Specialization** **-** A situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity; it also requires trade and increases interdependence.  **Resources -** The basic kinds of resources used to produce goods and services: land or natural resources, human resources (including labor and entrepreneurship) and capital.  **Productivity -** The amount of output (goods and services) produced per unit of input (productive resources) used.  **Productive Resources -** Natural resources, human resources, capital resources and entrepreneurship used to make goods and services.  **Production** **-** The act, process or result of manufacturing or refining something.  **Labor -** The quantity and quality of human effort available to produce goods and services. Innovation A new idea or method.  **Factors of Production** **-** Productive resources: What is required to produce the goods and services that people want; natural resources, human resources, capital goods and entrepreneurship.  **Entrepreneur -** One who draws upon his or her skills and initiative to launch a new business venture with the aim of making a profit. Often a risk-taker, inclined to see opportunity when others do not.  **Division of Labor -** An arrangement in which workers perform only one-step or a few steps in a larger production process (as when working on an assembly line). |
| **Materials/Specialized Equipment Needed** | Instructional Aids:   * Optional – Overhead, Smart Board, Internet, ELMO (if available and where applicable)   Materials:   * Textbook * Internet |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | Learners will review vocabulary terms the night before class and review the following website the night before class: <http://www.econedlink.org/lesson/668/> (Parts 1 and 2) |
| **Direct Instruction \*** | Introduction  See EcEdWeb Economics Lesson Description from “Henry Ford and the Model T: A Case Study in Productivity” (except for Part 3) for introduction.  I. Application – Guided Practice  A. Students visualize and communicate the concept of productivity.  B. Students explore the meaning of productivity through kinesthetic  measures.  II. Application – Independent Practice  A. Students demonstrate comprehension of student expectation by   applying information from guided practice.  B. Students complete an oral, informal assessment based on their   documented research.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **Guided Practice \*** | I. Application – Guided Practice  A. Instructor leads class in a discussion of productivity through the following steps.  1. Distribute puzzle entitled Productivity.  2. Review the vocabulary words found in the puzzle activity.  3. Complete a K-W-L chart regarding the students’ understanding and wonderings about productivity/specialization of labor.  4. View one or more short videos on the assembly line using historical content documented about the Ford Model T to provide examples of productivity and specialization of labor: <http://www.youtube.com/watch?v=S4KrIMZpwCY> <http://www.history.com/topics/henry-ford/videos/henry-ford-and-the-model-t>  5. Discuss what was clarified in the K-W-L chart.  6. Small group activity: Ask students to collaboratively give their best definition of productivity AND specialization of labor. Present definitions to the class.  B. Instructor allows students to explore content; activities appeal to kinesthetic learners.  1. Distribute “Productivity – Guided Practice”.  2. Students collaboratively complete Guided Practice in small groups of various sizes.  a. Directions and materials are included in the activity.  b. Tables and charts/graphs are completed as a class to compare results (Smart Board, overhead, or computer with projector can be used).  3. Individual teams answer Questions section and discuss rationale for responses.  4. Teams share answers with the class; instructor moderates discussion.  a. Optional: Use Smart Board or ELMO  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | I. Application – Independent Practice  A. Instructor directs students to create flowcharts of their production process.  1. Use either poster board or PowerPoint.  2. Create two flowcharts  a. Original process used during guided practice.  b. Revised process that would create improved results.  3. Document changes required and provide rationale.  4. Cite improved results.  5. Optional: This activity can be completed in small teams of   2-3 if there is time or other resource considerations.  6. Instructor leads students in a discussion of the results (no answer key since results will vary).  B. Instructor directs students to present results to members of the class.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **Lesson Closure** | Review:  • Question: Define productivity.  • Answer: The amount of output (goods and services) produced per unit of input (productive resources) used.  • Question: Describe how specialization of labor affected industries.  • Answer: Specialization of labor increased product output due to employees trained to do specific tasks for products that are and produce a narrow range of goods and services.  • Question: What is the name of the innovative entrepreneur that first introduced the assembly line and revolutionized the automobile industry?  • Answer: Mr. Henry Ford.  • Question: What actions can improve productivity?  • Answer: Answers will vary. Responses may include: Track and evaluate results/trends; eliminate wasted use of resources; increase efficiency.  • Question: How does productivity affect the income statement?  • Answer: Productivity is tied to product cost. Effective control of product cost increases gross margin (revenue less cost of sales or cost of merchandise sold). |
| **Summative / End of Lesson Assessment \*** | Informal Assessment   * Evaluate answers to independent practice. * Address issues raised in independent practice.   Formal Assessment  I. Evaluation  A. Instructor directs students to complete Assessment Activity at:  <http://www.econedlink.org/lesson/668/>  a. Students may work in small teams.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:* |
| **References/Resources/**  **Teacher Preparation** | Instructors should review content from websites as well as lesson plan addendums prior to class.  References:  1. <http://www.econedlink.org/lesson/668/>  2. <http://www.readwritethink.org/files/resources/printouts/KWL%20Chart.pdf> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **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)** | Future Business Leaders of America  Business Professionals 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)