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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Agriculture, Food, and Natural Resources |
| **Course Name** | Professional Standards in Agribusiness |
| **Lesson/Unit Title** | Learning Parliamentary Law |
| **TEKS Student Expectations** | **130.3 (c) Knowledge and skills**  (7) The student demonstrates the factors of group and individual efficiency. The student is expected to:  (E) Demonstrate a working knowledge of parliamentary law |
| **Basic Direct Teach Lesson**  **With Special Education Modifications/Accommodations and**  **one English Language Proficiency Standards (ELPS) Strategy** | |
| **Instructional Objectives** | **The student will be able to:**   * Work cooperatively on assigned tasks, * Demonstrate proper terminology used in parliamentary procedure, * Match questions and answers in a “Match Game” assessment. |
| **Rationale** | Primarily focuses on leadership, communication, employer-employee relations, and problem solving related to agribusiness. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | Introduce a motion  Majority  Quorum  “To address the chair”  Voice vote affirmation  Negative vote  Second a motion  Adopt an agenda  Methods of voting  Pertinent facts for a motion. |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Material:**   * Two sets of 3X5 or 4X6 printed index cards, blue and gold in color   + One set of parliamentary questions   + One set of “matching” parliamentary terminology answers * Gray’s Guide to Parliamentary Procedure for FFA. * Stopwatches |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The importance of order and organization in any group meeting is emphasized. Students will discuss the importance of proper etiquette and terminology necessary to get business done. Students are divided into two smaller groups. |
| **Direct Instruction \*** | * Students are divided into two smaller groups * Each group will receive one set of cards and each student within the group has a card * Students are asked within each group to find their “match” that is the question and answer that fit together * After each student has found his/her “match”, each pair of students will discuss with the rest of their group; their question and “matching” answer.   *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 \*** | **Match Questions Card** Bank-Examples:   * What is the correct terminology for introducing a motion? “I move that…” * What is the minimum number of members who must be present to hold a meeting and transact business? – “a quorum” * What is the proper way to address the chair or presiding officer? “Madame Chair or Mister President, Mr. Chairman” * What should the chair state after stating the motion and giving the pertinent facts? If applicable, “is there any discussion” * What is said following a motion so that further action may take place? “I second the motion,” or “Second!” * 6.What terminology, what should be stated if there is a question on the accuracy of a vote? “Division or Division of the Assembly”   Match Game card questions are found on Lesson 06E Parliamentary Law WS or Gray’s Guide to Parliamentary Procedure for FFA.  *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** |  |
| **Summative/End of Lesson Assessment \*** | Students will be evaluated on proper use of class time and being on-task.  **Rubric:**  50 points – Active participation  50 points – Engaged and on-task  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  NONE |
| **References/Resources/Teacher Preparation** | * TEKS for various other AFNR courses * Oregon State University Extension 4-HClub Leadership Development Materials * Gray’s Guide to Parliamentary Procedure for FFA |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **Social Studies** F1  **Cross Disciplinary** II, E 1, 2  **English** III B 1, 2 |
| **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) | Instructor will monitor each sub-group and assist when necessary.  After both groups have finished their cards and “match game,” Instructor will review and answer questions related to parliamentary terminology. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** |  |
| **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)