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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** | Personal Management |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills required by business and industry.  (F) The student is expected to demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results  (2) The student identifies and implements employability skills to gain a position in a company.  (F) The student is expected to identify skills and attributes necessary for professional advancement  (3) The student demonstrates professional standards as required by business and industry.  (B) The student is expected to demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives.  (B) The student is expected to demonstrate teamwork skills through working cooperatively with others to achieve goals  (C) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives. The student is expected to demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will apply concepts of personal development using the goal-setting concept to create short-term goals and long-terms goals for the current school academic year.   * Understand what goal-setting is and its importance in Personal Management. * Identify the benefits of goal-setting. * Determine short-term goals and long-term goals. * Develop *S.M.A.R.T. Goals Planner*. * Sign a *Personal Development Mentor/Mentee Partnership Agreement*. |
| **Rationale** | In this lesson, students will complete goal setting activities and develop a mentor and mentee partnership. |
| **Duration of Lesson** | This lesson should take five days (225 minutes) to complete in its entirety. The last two days (90 minutes) are recommended if time permits within the entire year-long curriculum.   * Days one through three: What is Personal Management? (135 minutes) * Day four: Six Weeks S.M.A.R.T. Goals Planner (45 minutes) * Day five: Mentor and Mentee Partnership (45 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * **Goal Setting -** a powerful technique for helping you develop a solid foundation for future planning andorganization. * **Short-Term Goals -** goals you want to do in the*near future*; the near future can mean today, this week,this month, or even this year. * **Long-Term Goals -** something you want to accomplish in the*future*; they require time and planning;they are not things you can do this week or even this year; they are usually at least several years away. * **Personal Management -** is about mapping a plan for your life that will involve setting short-term andlong-term goals and investigating different ways to reach those goals; education, training, and experience all help make your goals become a reality. * **Mentee -** a person who is guided by a mentor. * **Mentor -** a wise and trusted counselor or teacher, an influential senior sponsor or supporter. * **Planner -** used to manage your time, prioritize assignments, and track grades for every six weeksduring the academic school year. * **S.M.A.R.T. -** guidelines to help you set effective goals; S = Specific; M = Measurable; A = Achievable; R =Realistic; T = Timely. |
| **Materials/Specialized Equipment Needed** | Handouts for each student   * Personal Management Terms and Definitions * Note taking form * Activity 1 – Short-Term Goals * Activity 2 – Long-Term Goals * Activity 3 – Life Goals Collage * Activity 4 – Six Weeks S.M.A.R.T. Goals Planner * Activity 5 – Personal Development Mentor/Mentee Partnership Agreement * Personal Management Goal Planner * Personal Management Mentor Final Evaluation * Personal Management Mentee Final Evaluation * Personal Management Outline * Personal Management Summary * Personal Management Essential Questions * Supplies listed in each activity * Pencils and Pens * Computer and Internet access for teacher and students |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purpose of this lesson is to give students an opportunity to apply the concepts of Personal Management using goal-setting techniques.   * **Say**   + During this lesson, you will learn about Personal Management. You will focus on what goal-setting is, understanding the benefits of goal-setting, determining your short-term goals and long-term goals, developing a *Six Weeks S.M.A.R.T. Goals Planner*, and establishing a mentor and mentee partnership agreement. * **Say**   + To achieve your goals, you must choose the best path and make a commitment to it, while remaining flexible enough to deal with changes and new opportunities. * **Ask**   + Why do you think it is necessary to establish short-term goals and long-term goals? * **Say**   + You will create your short-term goals and long-term goals for the current academic school year. |
| **Direct Instruction \*** | Please see outline at the end of this lesson |
| **Guided Practice \*** | * The teacher will distribute all handouts and the class will discuss them. * After the students have learned about *Personal Management* they will begin to work on the activities. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will determine their short-term goals and long-term goals. * Students will design their Life Goals Collage. * Students will establish their Six Weeks S.M.A.R.T. Goals Planner. * Students will sign their *Personal Development Mentor/Mentee Partnership Agreement*. * Students will present their *Life Goals Collage* to the class. |
| **Lesson Closure** | There are several short-term goals and long-term goals that students can determine in high school. It is important for students to establish their life goals to serve as a roadmap to their success in life.  **Informal Assessment**  The teacher monitors during activities to check for understanding. |
| **Summative / End of Lesson Assessment \*** | **Formal Assessment**   * Daily grade on activities |
| **References/Resources/**  **Teacher Preparation** | * *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin Harcourt PublishingCo. * Review and become familiar with the terminology, website links, and the handouts. * Print handouts for each student. |
| **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) | Classroom guest speaker presentation from a career counselor may be used as enrichment to discuss the importance of Personal Management and goal-setting in high school. |
| **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)