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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Business Management & Administration |
| **Course Name** | Practicum in Business Management |
| **Lesson/Unit Title** | Professional Communications in Business |
| **TEKS Student Expectations** | **130.143 (c) Knowledge and Skills**  (7) The student facilitates internal and external office communications to support work activities.  (A) The student is expected to record messages accurately, legibly, and completely  (B) The student is expected to deliver messages to the appropriate person or department  (C) The student is expected to coordinate arrangements for participants  (D) The student is expected to follow calling and login procedures  (E) The student is expected to troubleshoot any problems  (9) The student uses information technology tools to manage and perform work responsibilities.  (F) The student is expected to perform scheduling functions electronically to facilitate on-time, prompt completion of work activities |
| **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 understand how interpersonal skills, leadership, teamwork skills, and human relations affect the workplace   * Students will compare positive and negative traits in the workplace. * Students will analyze the proper way to communicate effectively in a situation. * Students will identify their own strengths and weaknesses along with keys to help achieve self-actualization. |
| **Rationale** | Communication is a vital part of any successful organization. |
| **Duration of Lesson** | This lesson should take three to four class days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Message taking * Interoffice Communication * Memo * Email * Meeting agenda |
| **Materials/Specialized Equipment Needed** | **Instructional Aids**   * Student Notes sheet * Student worksheets   **Materials Needed**   * Copies * Pencils   **Equipment Needed**   * Teacher computer * Calculators   **Handouts**   * Multiple Intelligences Guide * May I Take a Message Activity * Interoffice Memo Activity * Setting Up a Meeting Activity * Scheduling Your Life Activity |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Learner Preparation**   * Have students share what they do to stay organized with homework assignments, extracurricular activities, out of school activities, etc. * Ask students why it is important to stay organized right now. * Ask students how learning organization and professional communication skills early can be helpful in the future.   **Lesson Introduction**   * Ask students if they are used to taking messages for anyone, either at home or on a job. * Ask students to list important things to do when taking a message for someone. * Tell students how important it is to take a message accurately, especially when in a workplace. * Explain the importance of communicating professionally in the workplace. |
| **Direct Instruction \*** | **Outline**   1. Message Taking 2. Interoffice Communication    1. Memo    2. Email 3. Meeting Agenda   **NOTES TO TEACHER**  The teacher will explain to students the importance of taking professional and accurate messages.  Using the *May I Take a Message* handout, students will practice taking and leaving phone messages.  The teacher will explain to students the purpose of interoffice memos while discussing the information in the *Interoffice Memo* handout. Students will recreate an interoffice memo and will create a meeting agenda using the information from the memo. |
| **Guided Practice \*** | The teacher will information on communicating effectively and efficiently in business to teach the material. The teacher will monitor students’ independent practices. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students will secure signatures on all forms, as specified by the teacher. * Students will return all paperwork in a timely manner. |
| **Lesson Closure** | **Review**   * Why is it important to take an accurate and professional phone message for your supervisor? * What is the purpose of an interoffice memo? * What is the purpose of a meeting agenda? |
| **Summative / End of Lesson Assessment \*** | * **Informal Evaluation** * Teacher will check for understanding   + Very small work group option (students help each other) * **Formal Evaluation**    + Tests over the material   **Accommodations for Learning Differences:** 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 (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** | * Copy the handouts |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English**  **110.42(b) Knowledge and skills**   * 1. Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary. The student is expected to:      1. expand vocabulary through wide reading, listening, and discussing; and      2. rely on context to determine meanings of words and phrases such as figurative   language, idioms, multiple meaning words, and technical vocabulary.   1. Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:    * 1. identify main ideas and their supporting details;      2. summarize texts; and   (J) read silently with comprehension for a sustained  period of time.  **Speech**  **110.56 (b) Knowledge and skills**  (1)(A) explain the importance of communication in daily interaction;  (2)(E) participate appropriately in conversations for a variety of purposes;  (3)(A) use appropriate communication in group settings;   1. use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups; and   (5)(B) use language clearly and appropriately. |
| **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)** | 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)