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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** | Principles of Agriculture, Food, and Natural Resources |
| **Lesson/Unit Title** | Systems of Operation |
| **TEKS Student Expectations** | **130.2(c) Knowledge and Skills**  (1) The student learns the employability characteristics of a successful employee. The student is expected to:  (C) Apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in agriculture, food, and natural resources. |
| **Basic Direct Teach Lesson**  **With Special Education Modifications/Accommodations and**  **one English Language Proficiency Standards (ELPS) Strategy** | |
| **Instructional Objectives** | **The students will be able to:**   * Explain the purpose and benefits of systems in agriculture, food, and natural resources * Identify multiple examples over systems of organization * Create a flowchart defining the systems of organization |
| **Rationale** | Provide an opportunity within a career context for students to demonstrate collaborative teamwork skills. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a, c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **System:** an organized array of individual interacting and interrelated parts forming and working as a unit for a specific purpose  **Total Quality Management:** a comprehensive and structured approach to organizational management that seeks to improve the quality of products and services through ongoing refinements in response to continuous feedback  **Troubleshooting:** the process of monitoring , adjusting, and correcting the performance of systems  **Group Dynamics:** the scientific study of groups |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer * Projector   **Materials:**   * Brown Paper Lunch Bags (one for each student) * Scratch Pieces of Paper * Pen or Pencil * Markers * Poster Paper |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | At the beginning of class, students will each receive a brown paper lunch bag and a scratch piece of paper. The teacher will tell students they have 2 minutes to fill their bag with ideas ***they know or think they know*** about systems of operation in agriculture, food, and natural resources. Students will write down their idea on the scratch paper and **rip** the paper and put it in the bag. This will go on for 2 minutes or however long most students take before running out of ideas.  After time is up, students will get with a partner and share what ideas they filled the bag. Each partnership should decide on **one idea to share with the class and teacher**. |
| **Direct Instruction \*** | Teacher will lecture using *Systems of Operation* power point. Students will take brief notes over the power point.  *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 \*** | *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 \*** | Each student will present his/her flow chart to the class.  Students will be evaluated using a rubric.  *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** | **Websites:**   * <http://deming.org> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English**  Reading II.A.1; II.A.2; II.B.1  Speaking III.A.2; III.B.3  Listening IV.B.1  Research V.C.1; V.C.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) | **Activity**  Students will make a flow chart defining systems of an organization such as a school district, campus, FFA chapter, or any other local organization. |
| **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)