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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** | Business English |
| **Lesson/Unit Title** | Incorporating Varied Resources |
| **TEKS Student Expectations** | **130.135 (c) Knowledge and Skills**  (3) The student employs appropriate research techniques to produce effective business communication.   1. The student is expected to incorporate information from printed copies and electronic resources and references 2. The student is expected to locate and paraphrase secondary sources 3. The student is expected to document secondary sources   (7) The student produces business documents using current and emerging technology.   1. The student is expected to format business documents 2. The student is expected to demonstrate basic writing skills through assigned tasks 3. The student is expected to compose positive, negative, and persuasive messages 4. The student is expected to develop a business newsletter   (9) The student understands how to collect and use information in procedural texts and documents.   1. The student is expected to draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text 2. The student is expected to evaluate the structures of text such as format or headers for their clarity and organizational coherence 3. The student is expected to evaluate the structures of text for the effectiveness of their graphic representations   (11) The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.   1. The student is expected to plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences; determining appropriate topics through a range of strategies such as discussion, background reading, personal interests, or interviews; and developing a thesis or controlling idea 2. The student is expected to structure ideas in persuasive ways such as using outlines, note taking, graphic organizers, or lists to develop drafts in timed and open-ended situations 3. The student is expected to revise drafts to clarify meaning, consistency of tone, and logical organization 4. The student is expected to edit drafts for grammar, mechanics, and spelling 5. The student is expected to revise a final draft in response to feedback from peers and teacher and publish written work for appropriate audiences   (15) The student spells correctly. The student is expected to spell correctly, including using various resources to determine and check correct spellings |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, each student will employ appropriate research techniques to produce effective business communications.  **Specific Objective**   * The student will be able to incorporate information from various resources into a final document. |
| **Rationale** | Business in the 21st century is more complex than ever, especially in companies that conduct operations at several locations, or even worldwide. In this environment, communication skills have become paramount and employers are increasingly looking for job candidates who can communicate well so they can function in complex business environments. This lesson will show students how to incorporate appropriate research and writing techniques in developing an appropriate business document that conveys a factual and persuasive message to prospective clients. |
| **Duration of Lesson** | Eight 60-minute classes (480 minutes) |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | **Terms**   * Organize ‐ to systematize. * Effective ‐ adequate to accomplish a purpose. * Resource ‐ a source of supply, support, or aid, especially one that can be readily drawn upon when needed. * Secondary Resource ‐ In scholarship, a secondary source is a document or recording that relates or discusses information originally presented elsewhere. * Book Section Resource ‐ a resource that is found within a particular section of a book. * Case File Resource ‐ a resource that is found within a file that is being kept on a person who is involved in a medical, legal, or social‐work investigation. * Film Resource ‐ a resource that is found within a movie. * Interview Resource ‐ a resource that is found either through a personal interview or a taped interview. * Journal Article Resource ‐ a resource that is found within an article that can be found in a professional journal. * Sound Recording Resource ‐ a resource that is found within lyrics to a song. * Expository Writing ‐ a type of writing where the purpose is to inform, describe, or explain. * Venn Diagram ‐ a graphic organizer used to note similarities and differences between two subjects, concepts, or pieces of writing. * Compare ‐ to find out how two or more things are alike. * Contrast ‐ to find out how two or more things are different. * Persuasive Writing ‐ a type of writing that is used to convince the reader of a writer’s argument(s) relating to a debatable issue. |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Lesson 2.01 Presentation * Lesson 2.01 Newsletter Project Directions * Lesson 2.01 Newsletter Project Resource Form * Newsletter Project Assessment Grid * Websites listed in the References Section   **Equipment Needed:**   * Instructor Computer/Projection Unit |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask:** Do you know what a newsletter is?  **Ask:** Do you know what the purpose of a newsletter is?  **Ask:** Have you ever created a newsletter?  **Say and Show:** The main purpose of a newsletter is to convey information on a specific subject, in an organized manner. A newsletter also uses text and graphics to do this. Here is an example (provided). **Say:** By the end of this project, our goal is to give you practice in using proper researching and writing techniques to produce an effective newsletter on a topic of your choice. |
| **Direct Instruction \*** | 1. Vocabulary/Personal Word Walls 2. Introduction (Ask and Say) 3. Ask questions and then explain the purpose of the lesson. 4. Show sample. If you are in a computer lab, you can have students look up samples of electronic newsletters that have been posted. 5. Newsletter Project: Directions and Assignment.   Reminder: Students must use at least three different types of  resources  *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 \*** | Guide students for each section of the newsletter they will develop:   * Page 1 Top = Expository * Page 1 Bottom = Facts * Page 2 Top = Compare/Contrast * Page 2 Bottom = Persuasive   Share proofreading techniques such as reading from the bottom right to the top left or peer proofreading. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Newsletter Project |
| **Lesson Closure** | Have students share what three parts of the assignment they liked and one part of the assignment they didn’t like. |
| **Summative / End of Lesson Assessment \*** | Newsletter Project Assessment Grid |
| **References/Resources/**  **Teacher Preparation** | **References**  [www.dictionary.com](http://www.dictionary.com) |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **110.34(b). English Language Arts and Reading, English IV**  **(One Credit), Beginning with School Year 2009- 2010**  (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing.  (9) Students analyze, make inferences, and draw conclusions about expository text and provide evidence from text to support their understanding.  (13) Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.  (15) Students write expository and procedural or work‐ related texts to communicate ideas and information to specific audiences for specific purposes.  (16) Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.  (17) Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.  (18) Students will write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization.  (19) Students are expected to spell correctly, including using various resources to determine and check correct spellings. |
| **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) | Have students bring in newsletters (electronically or printed) from various groups/organizations. |
| **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)