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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** | Business Information Management II |
| **Lesson/Unit Title** | Analyzing and Evaluating a Business Project Part 3 |
| **TEKS Student Expectations** | **130.137 (c) Knowledge and Skills**  (2) The student demonstrates project management processes to conduct a business project using emerging technologies.  (A) The student is expected to initiate a project  (B) The student is expected to plan a project  (C) The student is expected to execute a project  (D) The student is expected to monitor and control a project  (E) The student is expected to close a business project |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, the student will understand how to analyze and evaluate a business project   * Students will understand the process of completing a SWOT analysis to evaluate the progress of a business project * Students will understand how to reflect upon the effectiveness of a business project by evaluating the project itself and its team. * Students will understand how to conduct a cost-benefit analysis as another measure of a project’s success |
| **Rationale** | In the Business Information Industry, it is important for students to understand the steps in analyzing and evaluating a business project. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * SWOT analysis - a decision-making tool; the acronym stands for strengths, weaknesses, opportunities, and threats * Retrospective - looking backward to reflect upon past actions * Cost-benefit analysis – a method of comparing the tangible/intangible costs of a project to the tangible/intangible benefits of the project |
| **Materials/Specialized Equipment Needed** | 1. Poster Board or binder in which to place project documents. 2. Computers for students to complete projects 3. Document camera or board   **Instructional Aids:**   1. Analyzing and Evaluating a Business Project Assignment Sheet 2. Project Retrospective Sheet 3. Personal Retrospective Sheet 4. SWOT Analysis Assignment #1 - within this lesson 5. SWOT Analysis Rubric 6. Project Retrospective Assignment #2 – within this lesson 7. Project Retrospective Rubric 8. Personal Retrospective Assignment #3 – within this lesson 9. Personal Retrospective Rubric 10. Cost-Benefit Analysis Assignment #4 – within this lesson 11. Cost-Benefit Analysis Rubric 12. Internet |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. Ask students how they know if a project was successful or not. Listen to their answers and write them down on the board or document camera. 2. Give them example of specific projects that have been done in their school and ask them to list ways that they would think indicate that those projects were successful or not. 3. Discuss whether conducting an evaluation in this way is effective or if there are more specific ways to analyze and evaluate a project. 4. Using the lists that students created, identify which items could be classified as strengths, weaknesses, opportunities, or threats. 5. Have students conduct Internet research for SWOT templates and sample company SWOT analyses. |
| **Direct Instruction \*** | Instructors can use handouts, and the internet in conjunction with the outline. See outline at the end of this lesson. |
| **Guided Practice \*** | The teacherwill explain how to analyze a project using a SWOT analysis.  The teacher will explain and provide example of strengths, weaknesses, opportunities, and threats associated with different types of projects.  The teacher will provide an example of a business project and display a SWOT template. Students will be assigned an „S‟, „W‟, ‟O‟, or „T‟. The teacher will ask each student to volunteer a criterion according to their assigned letter and the teacher will write or type it on the template. The teacher will leave this analysis on the board or document camera so students may refer to it when they complete their assignments. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | **Independent Practice (LSI Quadrant III):**   * **SWOT Analysis Assignment #1**   Create a SWOT analysis using the business project idea created in the last lesson. You may use a template at <http://businessballs.com/project.htm>or you may create a table in Microsoft Word. You must list at least 5 each of strengths, weaknesses, opportunities, and threats as they apply to your project. This assignment will be evaluated using the assigned rubric.   * **Project Retrospective Form Assignment #2**   Students will complete the Project Retrospective form designed by HP included in this lesson. The teacher may either use this template or have students create their own form using the Developer Tab (if using Office 2007 or 2010). This assignment will be evaluated using the assigned rubric.   * **Personal Retrospective Form Assignment #3**   Students will complete the Personal Retrospective form designed by HP included in this lesson. The teacher may either use this template or have students create their own form using the Developer Tab (if using Office 2007 or 2010). This assignment will be evaluated using the assigned rubric.   * **Cost-Benefit Analysis Assignment #4**   Each student will complete his own Cost-Benefit Analysis of the project. This can be done in the form of a short, one-page report, an Excel spreadsheet, an outline, a table, or any other format that the student is comfortable using. The paper should be separated into the following 4 sections: the costs of the project, tangible and intangible, compared to the benefits of the project, also tangible and intangible. The project name and team member names should be in the middle of the paper (poster or flipchart) using a Publisher flyer or artistic Word document. The results will be evaluated using the assigned rubric. |
| **Lesson Closure** | **Q**: How can you know if a business project is proceeding successfully and on track?  **A**: By performing a SWOT analysis.  **Q**: What is a SWOT analysis?  **A**: A decision-making tool consisting of determining the project‟s strengths,weaknesses, opportunities, and threats.  **Q**: Why should a Project Retrospective be conducted?  **A**: To determine the changes that have been made to the overall project as well asimprovements that could be made for future implementations of this project.  **Q**: What is a Personal Retrospective?  **A**: An individual team member‟s reflection on his/her own contributions to the project aswell as how the other team members contributed to the project.  **Q**: Why conduct a cost-benefit analysis of a project?  **A**: A cost-benefit analysis compares the costs and benefits of a project. Ideally, thebenefits will outweigh the costs, thus making a project successful.  **Informal Assessment**   1. Instructor will observe students during Independent Practice. 2. Instructor will assist students as needed. |
| **Summative / End of Lesson Assessment \*** | Use the assigned rubrics to evaluate the three Independent Practice Assignments |
| **References/Resources/**  **Teacher Preparation** | **References:**   1. <http://www.businessballs.com/project.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | . |
| **College and Career Readiness Connection[[1]](#footnote-1)** | English:   * 110.33.b.1.A – determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes. * 110.33.b.1.C – infer word meanings through the identification and analysis of analogies and other word relationships. * 110.33.b.12.B – evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media. * 110.33.b.12.C – evaluate the objectivity of coverage of the same event in various types of media. * 110.33.b.12.D –evaluate changes in formality and tone across various media for different audiences and purposes. * 110.31.b.15.B – organized and accurately conveyed information, and reader-friendly formatting techniques. |
| **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) | 1. Ask a parent or other adult about a business project idea with which they have been involved. Conduct your own SWOT analysis and ask for their input as to the accuracy of your analysis. 2. Conduct an actual business or school project and complete a SWOT analysis. Have an administrator sign off on its completion and make comments as necessary. |
| **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)