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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** | Effective Communication Skills |
| **TEKS Student Expectations** | 130.135. (c) Knowledge and Skills.  (6) The student develops communication skills necessary to address a changing business environment  (B) The student is expected to identify barriers to effective communication;  (D) The student is expected to discern appropriate channels for transmitting messages;  (E) The student is expected to interpret nonverbal communication in various activities;  (F) The student is expected to illustrate the impact of nonverbal communication on the total communication process; and  (H) The student is expected to discuss potential communication problems in multicultural business environments. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Students will:   * Organize ideas logically and sequentially. * Locate and interpret written information. * Distinguish communicated fact from opinion by identifying key words. * Employ precise language to communicate ideas clearly and concisely. * Organize ideas in writing to ensure coherence, logical progression, and support for ideas. |
| **Rationale** | It is important for students to develop communication skills appropriate for a business environment. |
| **Duration of Lesson** | 240 minutes |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Interpret‐ to give or provide meaning of; explain * Distinguish‐ to perceive clearly by sight or other sense; discern; recognize * Employ‐ to make use of; apply |
| **Materials/Specialized Equipment Needed** | * Instructor Computer/Projection Unit * Online Websites listed in the References Section * Song lyrics (selected by instructor) |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask**  Is logic a subjective or objective concept?  **Say**  When it comes to logic, what is logical to some might not be logical to others in some cases, but in other cases, what is logical to one is logical to all. For example, everyone has a different way of handling how to buy his or her first car. Some save first, then start looking for a car they can afford with the money they have. Others start looking at cars before they have the money saved to buy it, and then they start to save their money. To both, their way seems like a logical sequence, even though they are different strategies.  **Ask**  What is an example of what most people would determine a logical order of events?  **Say**  When it comes to putting peanut butter on a piece of bread, most people will agree that you must first open the jar of the peanut butter, use your preferred utensil to get the peanut butter out of the jar, and then spread the peanut butter on the piece of bread. |
| **Direct Instruction \*** | **Fact or opinion**  We’re going to see if you can interpret the meaning of something; and provide both a fact and an opinion about the information you just interpreted to prepare you for the rest of the lesson. |
| **Guided Practice \*** | Use handout (provided) to go through different statements and determine if they are fact or opinion. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Students write down/type up a portion of the lyrics to three of their favorite songs. * Students interpret what they think the songwriter means in those lyrics, and then provide one fact about the song and one opinion about the song. |
| **Lesson Closure** | Interpret lyrics from your selected song and share responses with class. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment**   * Check Personal Word Wall Documents * Fact or Opinion Handout (if used as such) * Discovery Activity‐ Interpretation of your selected song/lyrics   **Formal Assessment**   * Song Lyrics interpretation and fact/opinion statements (rubric is provided) |
| **References/Resources/**  **Teacher Preparation** | * Review and familiarize yourself with the terminology, all website links, and any resource materials required * Have materials and websites ready prior to the start of the lesson. * Pick a song and have the lyrics typed up on slides, ready to view. |
| **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) | * Have students interview friends/family about one of their favorite songs and have them provide a fact and an opinion about the song. * Have students research and record three interpretations of one of their song/lyric choices that agree with their own interpretation and three interpretations that differ from their interpretation. |
| **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)