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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Arts, A/V Technology, and Communication Career Cluster |
| **Course Name** | Practicum in Graphic Design and Illustration |
| **Lesson/Unit Title** | Management and Interpersonal Skills |
| **TEKS Student Expectations** | 130.116 (c) Knowledge and Skills  (3) The student implements advanced professional communications strategies. The student is expected to:  (A) adapt language such as structure and style for audience, purpose, situation, and intent  (B) organize oral and written information  (C) interpret and communicate information  (4) The student implements advanced problem-solving methods. The student is expected to:  (A) employ critical-thinking skills, including data gathering and interpretation, independently and in groups to solve problems and make decisions  (B) employ interpersonal skills in groups to solve problems and make decisions  (5) The student implements advanced technology applications. The student is expected to use personal information management, email, Internet, writing and publishing, and presentation applications for graphic design and illustration projects.  (8) The student implements leadership characteristics in student leadership and professional development activities. The student is expected to:  (A) employ leadership skills to accomplish goals and objectives by analyzing the various roles of leaders within organizations, exhibiting problem-solving and management traits, describing effective leadership styles, and participating in civic and community leadership and teamwork opportunities to enhance skills  (B) employ teamwork and conflict-management skills to achieve collective goals  (10) The student applies effective planning and time-management skills. The student is expected to employ tools to enhance results and complete work tasks. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will be able to:**   * Students will identify the three levels of management. * Students will theorize how a self-managing team functions. * Students will evaluate the five functions of management. * Students will discuss the difference between traditional and horizontal organizations. * Students will explain how interpersonal and team building skills are vital to an employee, management, and customer interaction. * Students will demonstrate effective interpersonal and team building skills. |
| **Rationale** | Upon completion of this lesson, students will defend the purpose of management as it relates to efficient operation of a Graphic Design business. Students will discuss the relationship of interpersonal and team building skills and how they are used effectively by managers |
| **Duration of Lesson** | This unit should take 25 class days to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Preparation**   * Secure a computer lab if none are readily available in the classroom. * Copy the handouts and assignments.   **Instructional Aids**   * Student handouts   **Materials Needed**   * Copies of assignments, computers with lab access   **Equipment Needed**   * Teacher computer and printer |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * Ask what makes management effective. * Ask what character traits are common in “good” managers. * Explain how interpersonal skills are important in the work place. |
| **Direct Instruction \*** | * Ask the class if anyone has ever had to “manage” other people. * Explain how effective interpersonal skills are necessary for managers to function in business. * Tell students the information they will learn in this lesson will be important to them as they complete the assigned project.   *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 \*** | * The teacher will have the students complete the included assignments. It is up to the teacher’s discretion whether to assign some of the larger projects to pairs or small groups instead of to individual students   *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 \*** | **An “Exhibition of County Graphic Art & Illustrations”**  Students will use management and decision-making skills to complete all the necessary tasks of staging a computer-generated art exhibition event.  **Your Personal Brand**  Students will create a cd album cover with their own personal brand.  **Amusement Park Development**  Students will use management and leadership skills to successfully complete all assigned tasks in this amusement park project. |
| **Lesson Closure** | * We all possess personal traits that make us unique. * Everyone has a set of personal ethics. However, the degree to which we use them is an individual choice. * Developing and using effective interpersonal skills is necessary to be a successful manager. |
| **Summative/End of Lesson Assessment \*** | Students will complete extensive projects to demonstrate knowledge ofmaterial covered in this unit. Rubrics have been provided.  *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** |  |
| **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) |  |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Skills USA  Technology Student Association (TSA) |
| **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)