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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** | Practicum in Business Management |
| **Lesson/Unit Title** | Project Management |
| **TEKS Student Expectations** | **130.143. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills required by business and industry: The student is expected to  (B) demonstrate collaboration skills through teamwork;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed; and  (F) demonstrate time-management skills by prioritizing tasks, following schedules, and tending to goal-relevant activities in a way that uses time wisely and optimizes efficiency and results.  (3) The student demonstrates professional standards as required by business and industry: The student is expected to  (B) demonstrate positive work behaviors and attitudes, including punctuality, time-management, initiative, and cooperation.  (5) The student applies principles of effective interpersonal skills: The student is expected to  (B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers.  (6) The student demonstrates leadership and teamwork skills in collaborating with others to accomplish goals and objectives: The student is expected to  (A) analyze leadership in relation to trust, positive attitude, integrity, and willingness to accept key responsibilities in a work situation;  (B) demonstrate teamwork skills through working cooperatively with others to achieve goals;  (C) demonstrate teamwork processes that promote team building, consensus, continuous improvement, respect for the opinions of others, cooperation, adaptability, and conflict resolution; and  (D) demonstrate responsibility for shared group and individual work tasks. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | Upon completion of this lesson, each student will demonstrate the importance of using Project Management in the school environment by completing *Activity 1 - Project Management Team Project* and *Project* *Management Assessment Tool* matching the criteria in the rubrics.   * Define what Project Management is. * Apply the seven Project Management Techniques. * Describe the Project Management Planning Process. * Use the most common Project Management Organizational Tools. * Complete Project Management Team Projects. |
| **Rationale** | Project management skills are necessary for business management professionals. Project Management involves the planning, monitoring, and coordinating of all aspects of a project, and the motivation of all those involved, to achieve desired results. Project management skills are necessary for business management professionals. |
| **Duration of Lesson** | This lesson should take three days (135 minutes) to complete. |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Project Management – involves the planning, monitoring, and coordinating of all aspects of a project, and the motivation of all those involved, to achieve desired results. * Project Management Techniques   1. Understand the project   2. Research and summarize   3. Cite the source   4. Working on the project   5. Group work   6. Time   7. Time management * Project Management Planning Process – involves planning, monitoring, and coordinating projects. During the process, there are several questions you will encounter with your project team. * Project Management Organizational Tools  1. *Task List and Schedule* –are used to identify tasks that need to be completed before others canbe started. They allow the project team to determine the several factors in project planning. 2. *Gantt Chart* –referred to as a project timeline. It consists of bar graphs that help plan andmonitor project development or resource allocation on a horizontal time scale. |
| **Materials/Specialized Equipment Needed** | **Materials**   * Handouts for each student * Project Management Terms and Definitions * Activity 1 - Project Management Team Project * Activity 1 - Task List and Schedule * Activity 2 - Team Project Task List and Schedule * Project Management Assessment Tool * Note Taking Form * Project Management Organizational Tool Gantt Chart * Pencils and Pens   **Equipment Needed**   * Computer and Internet access for teacher and students |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | The main purpose of this lesson is to give students an opportunity to apply the concepts of Project Management using seven Project Management Techniques.   * **Say**   + During this lesson, you will learn about *Project Management* in school and the workplace. You will explore the various Project Management Techniques and will apply them to two separate team activities. * **Say**   + To learn about *Project Management,* you will need to explore the various techniques used and organizational tools. * **Ask**   + Why do you think it is necessary to understand how to use *Project Management* in the school environment? * **Say**   + *Project Management* involves planning, monitoring, and coordinating all aspects of a project,and the motivation of all those involved, to achieve desired results. |
| **Direct Instruction \*** | **OUTLINE**  If necessary, Instructor is recommended to make a PowerPoint presentation in conjunction with the following outline:  **Day 1**   1. Introduce Project Management    1. Objectives    2. What is Project Management?    3. Project Management Techniques       1. Understand the Project       2. Research and Summarize       3. Cite the Source       4. Working on the Project       5. Group Work       6. Time       7. Time Management    4. Summary    5. Project Management Planning Process       * 1. Planning         2. Monitoring         3. Coordination    6. Project Management    7. Organizational Tools       * 1. Task List and Schedule         2. Gantt Chart   **Day 2**   1. *Activity 1 – Project Management Team Project*    1. Analyzing Career Job Ads    2. Group Discussion   **Day 3**   1. *Activity 2 – Team Project Task List and Schedule*   IV. Assessment = Daily Activities  **NOTES TO TEACHER** Students will use *Note Taking Form* handout to take notes.  Distribute handouts and have students read and discuss them.  Students will complete assigned activities.  Students will participate in group discussions and class activities. |
| **Guided Practice \*** | * The teacher will lead the class discussion. * The teacher will distribute all handouts and the class will discuss them. * After the students have learned about *Project Management* they will begin to work on the activities. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * Student teams will analyze and identify *Project Management* careers. * Student teams will complete a specific *Project Management Task List and Schedule.* |
| **Lesson Closure** | **Review**  Project Management requires skills that are highly desirable in the workplace. School projects provide excellent opportunities for students to refine their planning and *Time Management* skills and to acquire “executive” thinking skills as they analyze and synthesize tasks using *Project Management Tools*. |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment**  The teacher monitors during activities to check for understanding.  **Formal Assessment**   * Daily grade on activities   **Accommodations for Learning Differences:**  It is important that lessons accommodate the needs of every learner. These lessons may be modified to accommodate your students with learning differences by referring to the files found on the Special Populations page of this website (cte.unt.edu). |
| **References/Resources/**  **Teacher Preparation** | **Reference**  *Webster’s new compact office dictionary* (2003). New York, NY: Houghton Mifflin Harcourt Publishing Co.  **Preparation**   * Review and become familiar with the terminology, and website links. * Have materials, and websites ready prior to the start of the lesson. * Print handouts for each student.   **Instructional Aids**   * *Note Taking Form* |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English Language Arts and Reading, English I**   * **110.31 (b)**  1. (1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:    1. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. |
| **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) | Classroom guest speaker presentation from a professional Project Manager may be used as enrichment to discuss the importance of Project Management in high school and the workplace. |
| **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)