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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** | Principles of Business, Marketing, and Finance |
| **Lesson/Unit Title** | The Roles of Government in Business (Part 2) |
| **TEKS Student Expectations** | **130.132. (c) Knowledge and Skills**(6) The student identifies the role and impact of government, the legal system, and organized labor in business. The student is expected to:1. describe types of activities performed by governments in business.
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| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | The student will be able to:* Describe types of activities performed by government in business.
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| **Rationale** | The student identifies the role and impact of government, the legal system and organized labor in business. |
| **Duration of Lesson** | This lesson should take 1 class period. |
| **Word Wall/Key Vocabulary***(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None |
| **Materials/Specialized Equipment Needed** | * Overhead
* Internet
* Optional: SmartBoard, ELMO
* Textbook
* Periodicals (hand and/or soft copies)
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | During our last class, we discovered the six roles of government with respect to business:* Maintaining Legal and Social Framework
* Providing Public Goods and Services
* Maintaining Competition
* Redistributing Income
* Correcting for Externalities
* Stabilizing the Economy

Today, we will revisit those six roles, further dividing them into two perspectives:* Government as Regulator
* Government as Provider

Let’s explore what these two perspectives bring to our understanding of the role of government in business. |
| **Direct Instruction \*** | I. Application – Guided PracticeA. Students consider information on the activities of government in business.B. Students explore the various governmental roles by interpreting meaning of “headlines.”II. Application – Independent PracticeA. Students demonstrate comprehension of student expectation by applying information from current events.B. Students complete an oral, informal assessment based on their documented research. |
| **Guided Practice \*** | A. Instructor leads class in a discussion of the roles of government in business.1. Review the six roles of government in business from 3 (5) (A).2. Redefine those roles into two types of activities – regulatory activities and provisionary activities (show Roles of Government PowerPoint starting with slide 3; spend more time covering laws in-depth in 3 (5) (C)).B. From a local or national newspaper, identify two recent articles that emphasize government’s (a) regulatory role toward business and (b) provisionary role toward business.a. Display the articles using overhead, SmartBoard, or ELMO.b. Allow students to discuss their understanding of the government’s role.c. Monitor the discussion.d. Summarize response by using the Roles of Government in Business – Independent Activity template. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | A. Instructor allows students to find examples of the various roles of government by using websites and/or hard copies of periodicals.1. Distribute “Roles of Government in Business – Independent Activity.”2. Design collaborative teams of 2 - 4 students.3. Direct students to complete the worksheet in the same manner that was done during Guiding Practice.B. Students discuss rationale for answers; instructor moderates discussion.1. There is not an answer key since results will vary. |
| **Lesson Closure** | * **Question:** Name the four aspects of government regulation.
* **Answer:** Regulating the production process, protecting competition, protecting business agreements,and protecting creative properties
* **Question:** How do government regulations foster competition?
* **Answer:** By controlling monopolies and oligopolies and ensuring that all competitors have an equalchance of producing a product, entering a market, and making a profit. [Intro to Business, page 170]
* **Question:** Cite examples of copyrights, patents, and trademarks.
* **Answer:** Answers will vary.
* **Question:** The government serves as provider of which resources?
* **Answer:** Public services, work, and business assistance
* **Question:** Provide an example of a company/industry that receives tax incentives or subsidies in yourcommunity, county, or region.
* **Answer:** Answers will vary.
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| **Summative/End of Lesson Assessment \***  | **Informal Assessment:*** Evaluate answers to independent practice.
* Address issues raised in independent practice.

**Formal Assessment:*** Students read current event articles from any periodical.
* Student secures copies of articles.
* Direct students complete “Roles of Government in Business– Independent Activity.”
* Submit completed document for grade (attach articles)
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| **References/Resources/****Teacher Preparation** | * Brown, Betty J. and Clow, John E. (2003). *Introduction to Business: Fifth Edition.* New York: Glencoe/Mac-Graw Hill.
* <http://ecedweb.unomaha.edu/lessons/fecga.htm>
* <https://www.ftc.gov/tips-advice/competition-guidance/guide-antitrust-laws/antitrust-laws>
* <https://www.uspto.gov/kids/>
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| **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) | A. Create a Booklet1. See Cooperative Learning exercise on page 162 of Introduction to Business textbook2. Booklet Instructions: Students collaborate to research the process for establishing a specific small business in their community, documenting government-related requirements and associating those requirements to government’s regulatory or provisionary roles.B. Exploring other Lesson Plans1. Identify related free lesson plans.a. Example: Free weekly activities published by USA Today available in the Program Overview section of its website 2. Incorporate one or more of the activities to extend the lesson. |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | Future Business Leaders of America Business Professionals 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)