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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** | Practicum in Business Management | |
| **Lesson/Unit Title** | BMAC Practicum – Training Station Orientation | |
| **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:  (A) communicate effectively with others using oral and written skills;  (B) demonstrate collaboration skills through teamwork;  (C) demonstrate professionalism by conducting oneself in a manner appropriate for the profession and workplace;  (D) demonstrate a positive, productive work ethic by performing assigned tasks as directed;  (E) comply with all applicable rules, laws, and regulations; 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.  (2) The student identifies and implements employability skills to gain a position in a company. The student is expected to:  (A) assess personal marketability;  (B) practice job-search strategies, including:  (i) write a letter of application;  (ii) prepare a resume;  (iii) use networking techniques to identify employment opportunities; and  (iv) complete a job application;  (C) demonstrate proper interview techniques and professional dress and appearance;  (D) interview for a job, performing proper interview techniques and modeling professional dress and appearance;  (E) practice appropriate follow-up etiquette procedures, including:  (i) write a thank you note; and  (ii) write a follow-up letter after a job interview;  (F) identify skills and attributes necessary for professional advancement;  (G) evaluate and compare employment options such as salaries, benefits, and prerequisites;  (H) identify and rank tangible and intangible rewards of work; and  (I) identify employment opportunities and complete job search procedures such as job applications and W-4.  (3) The student demonstrates professional standards as required by business and industry. The student is expected to:  (A) adhere to policies and procedures;  (B) demonstrate positive work behaviors and attitudes, including pun actuality, time-management, initiative, and cooperation;  (C) apply ethical reasoning to a variety of situations in order to make ethical decisions; and  (D) complete tasks with the highest standards to ensure quality products and services.  (4) The student develops and demonstrates skills for success in the workplace. The student is expected to:  (A) explain the importance of and model appropriate dress, hygiene, and demeanor for the work assignment;  (B) exhibit productive work habits and attitudes, including accepting constructive criticism; and  (C) prioritize work to fulfill responsibilities, meet deadlines, and complete tasks with the highest standards to ensure quality products and services.  (5) The student applies principles of effective interpersonal skills. The student is expected to:  (A) demonstrate professional qualities, including positive attitude, loyalty, and diplomacy;  (B) identify and demonstrate skills needed to maintain effective work relations with relevant parties such as colleagues and customers;  (C) demonstrate a respect for different workplace cultures and individuals from different cultures, genders, and backgrounds;  (D) understand rights and responsibilities concerning sexual harassment in the workplace;  (E) apply tact in handling criticism and disagreement or disappointment, accept constructive criticism, and revise personal views when valid evidence warrants;  (F) explain the concepts of integrity and confidentiality as related to the office environment; and  (G) demonstrate methods for implementing and improving customer satisfaction.  (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;  (D) demonstrate responsibility for shared group and individual work tasks; and  (E) establish and maintain effective working relationships by:  (i) demonstrating interpersonal skills;  (ii) using positive interpersonal skills to work cooperatively with others;  (iii) negotiating effectively to arrive at decisions; and  (iv) demonstrating sensitivity to and value for diversity. | |
| **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:   1. Learn and/or reinforce basic knowledge of their respective training stations. 2. Demonstrate thorough knowledge of his or her work place. 3. Demonstrate an understanding of what is expected from their training sponsors. 4. Compile information and will build a multi-media presentation. 5. Communicate their knowledge orally to their peers. | |
| **Rationale** | In this lesson, students will demonstrate thorough knowledge of his or her work place. | |
| **Duration of Lesson** | This lesson should take 12 class days to complete. | |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | None | |
| **Materials/Specialized Equipment Needed** | **Preparation:**   * Secure the computer lab if you do not have immediate access to one in your classroom. * Copy the handout sheets and rubric for the students   **Instructional Aids:**   * Student handouts * Grading rubric * Internet   **Materials Needed:**   * Paper for essay * Camera or phone with camera * Flash drive   **Equipment Needed:**   * Computers (for students to complete project) * Projector (for student presentation) * Scanner to scan pictures or materials brought to class | |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | * What makes a good employee? * What do employees expect in an employee? | |
| **Direct Instruction \*** | Outline | Instructor Notes |
| I. Directions:  A. The packet of information must be completed by interview, website, or handbook.  B. Minimum of 12 digital photos.  C. Floor plan may be scanned.  II. Grading:  A. Completion of packet  B. Multi-media presentation  C. Pictures  D. Professionalism during presentation  III. Presentation must have:  A. Name and logo  B. Floor plan  C. Policies/procedures  D. Company history  E. Supervisor’s or owner’s  previous experience  F. Site of company  G. Organizational chart  H. Inclusion: 3,2,1  IV. Layout format must be followed  \*\*\*Handout the Portfolio Guidelines | * Copy the instructions and grading rubric and make into a packet. * Tell the class about some of the things you learned at previous jobs. Explain how those skills helped you to become a teacher. * Explain the necessity of learning as much as possible about a job because some of the skills learned will help with future employment. * Explain to the class that customers see a business much differently than the employees see it. * Ask the class if they ever wanted to work at a place where they shopped. Have them give reasons why they wanted to work there. * Go over all the criteria in the assignment and check for understanding. * Explain the guidelines. Students can set it up while working on the Training Station Orientation project. |
| **Guided Practice \*** | The teacher will go over the requirements of this project. The student will follow along and make notes on their hard copy. Students will be strongly encouraged to take the assignment packet to their job sites so employers will know about the activity.   * Ask students to “map” out their plan, using a Mapping Tool from the Appendix of this document. * Give some ideas to students during the brainstorming session before the end of the first class period. | |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Students will work at their own paces to complete this activity.   * All work is to be done in class, so the teacher can check for understanding. * Students are strongly encouraged to take ownership of this activity. * Workable pace in order to complete it on time. * Students will be prepared to present their projects to the class. | |
| **Lesson Closure** | * Students will work at their own paces to complete this activity. * All work is to be done in class, so the teacher can check for understanding. * Students are strongly encouraged to take ownership of this activity and to establish a workable pace in order to complete it on time. * Students will be prepared to present their projects to the class. | |
| **Summative / End of Lesson Assessment \*** | **Informal Assessment:**   * Instructor will observe students during Independent Practice. * Instructor will assist students as needed.   **Formal Assessment:**   * Use the Individual Presentation Rubric to evaluate. | |
| **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) | None | |
| **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)