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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** | Business Information Management II |
| **Lesson/Unit Title** | Internal and External Communication |
| **TEKS Student Expectations** | **130.137. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills required by business and industry  (A) The student is expected to communicate effectively with others using oral and written skills  (3) The student demonstrates the use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in a diverse workplace  (A) The student is expected to employ verbal and active listening skills when obtaining and conveying information  (B) The student is expected to record information needed to present a report on a given topic and use items such as tables of contents, indexes, tabs, footnotes, endnotes, captions, and/or building blocks  (C) The student is expected to write business correspondence using advanced word processing features such as templates and forms mail merge, including letters, labels, and envelopes and document protection and security that convey information effectively using correct grammar, spelling, punctuation, and capitalization  (D) The student is expected to use online word processing technologies to create, edit, and share documents  (E) The student is expected to communicate with relevant parties such as coworkers and customers by interpreting verbal and nonverbal behaviors  (F) The student is expected to apply strategies for communicating about issues in dealing with a diverse workforce such as sexual harassment and cultural differences  (G) The student is expected to demonstrate the ability to communicate and resolve conflicts within a diverse workforce  (4) The student creates, evaluates, and uses information resources to accomplish specific occupational tasks  (B) The student is expected to use resources such as informational texts, Internet websites, and technical materials to review and apply information sources for occupational 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, students will understand the importance of effective internal and external correspondence and its impact on business.   * Students will understand proper communication within an organization and its purpose. * Students will understand appropriate communication to those outside of an organization and the impression it provides of the organization. |
| **Rationale** | Communication is a vital part of any relationship including business relationships. Professional communication in all its various forms fosters positive work relationships and leads to the ability to accomplish business tasks successfully. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | * Internal communication – communication within a business, among its own employees * External communication – communications that goes outside of a business, to existing or potential customers or existing or potential investors * Communication plan – a plan that outlines the message you want to communicate, your audience, and your communication medium |
| **Materials/Specialized Equipment Needed** | **Materials Needed:**   1. Construction paper to place headings on the wall during Outline activities. 2. Tape or other material to affix documents to the wall under the headings.   **Equipment Needed:**   1. Computers for students to complete projects 2. Projector for PPT   **Instructional Resources Needed:**   1. Lesson Plan Outline 2. Business Scenario Assignment 3. Welcome Baskets 4. To Text or Not to Text 5. Independent Practice Assignments 6. Assignments |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | 1. First, ask students to write what they think internal communication means to a business. Then, ask if they have any ideas about external communication. Draw on the board or document camera a shape or symbol representing a company. Then draw an arrow down to the left with a shape representing “Internal” and one down to the right for “External”. Ask for student responses as to what types of communication are internal and external and record each under the correct columns. 2. Ask students the major importance of accurate and professional internal correspondence. They should arrive at the fact that employees need to be informed of business happenings and that employees see their supervisors as more professional if their correspondence appears that way.   Ask students why accurate and professional external correspondence is also very important. They should understand that written correspondence is usually the first impression customers and other businesses receive of a company. This can make or break future business. |
| **Direct Instruction \*** | 1. Bring samples of correspondence you have received in the mail. Search for documents from the Internet if none are available. Show these to students on a document camera. Have a student write on the board the types of correspondence viewed in columns at the top of the board. 2. As the teacher is showing the documents, questions should be asked about whether the documents are internal/external, what the document is (memo, email, letter, flyer, …), specific formatting details (spacing, full name and address, …), formatting (grammar, balanced use of white space, …), and purpose. These details should be listed in the appropriate columns. 3. Then discuss each with the students regarding whether the document gives a positive or negative impression of the company.   Please see lesson plan outline |
| **Guided Practice \*** | * Using the PowerPoint presentation, the teacher will explain the differences between internal and external correspondence and the types of documents that are appropriate in different circumstances. * Provide students, in pairs, with a business situation and have them prepare a document that they think would be appropriate for that situation. Share each of these with the class to show them that there may be more than one type of correspondence that would be appropriate and also point out the proper formatting for each using a document camera. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | * **Employment Policies Assignment #1**   In Publisher or Word, students will prepare an Employment Policies brochure. Be sure to utilize all six panels of the brochure, use appropriate design elements such as a balance of text and visuals, section headings, and efficient use of white space. Topics that should be addressed include, but are not limited to, vacation/sick days, work hours, dress code, benefits such as insurance and retirement, and other elements that may be researched on the Internet.   * **Case Studies Assignment #2**   This assignment requires the creation of several documents based upon the scenario presented. Using the “Business Scenario Assignment” at the end of this lesson and the 2 scenarios that follow, create the required documents. Be sure to use professional language, proper grammar and punctuation, and proper formatting in each document.   * **Book Store Activity Assignment #3**   You have worked at a book store for two years, and recently profits have decreased and there are many negative issues with the store. The store also sells CDs, DVDs, and video games. The manager was fired so the owner has promoted you and has charged you with turning the store around. Regarding the store itself, the books are improperly shelved, inventory is piling up in the back room, the shelves are dirty and unorganized, and CDs and DVDs are also shelved improperly or are missing. Regarding employees, they are frequently late, take long breaks, and leave early with no penalties, they are standing around, and they are not checking customer for or issuing membership cards to the store’s rewards program. Develop a communications plan to turn this store into a success again. Prepare any documents necessary, using any suitable Microsoft Office applications, to announce a Grand Re-Opening, including, but not limited to preparing:   * 1. Postcards to neighborhood residents,   2. Memos to employees with incentives for offering membership cards,   3. Flyers offering commission for selling a pre-determined number of books, CDs, videos, or video games,   4. Letters to the community with discount coupons, and   5. Invitation to the Grand Re-Opening, and   6. Any other documents necessary. Affix these documents to a poster to be displayed around the room. |
| **Lesson Closure** | 1. Why is professional-looking correspondence important to a business? 2. It is important because many times printed correspondence gives the first impression of the   business.   1. Are memos internal or external correspondence? 2. Memos are considered internal correspondence. 3. Why is a plan for communications important to a business? 4. A plan is important because the message, audience, and document type must all be considered before preparing the correspondence. 5. True or False. It is proper to write casually and with slang to upper management. 6. False. At the office, it is proper to keep written communication professional, especially to upper management.   **Informal Assessment**   1. Instructor will observe students during Independent Practice. 2. Instructor will assist students as needed. |
| **Summative / End of Lesson Assessment \*** | **Formal Assessment**  Use the assigned rubrics to evaluate the four Independent Practice Assignments.  **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. |
| **References/Resources/**  **Teacher Preparation** | Business Computer Information Systems II, Prentice Hall  **Instructional Aids:**   1. “Internal and External Communication” PowerPoint presentation. 2. “Employment Policies Brochure” Assignment #1 3. “Employment Policies Brochure” Rubric 4. “Case Studies” Assignment #2 5. “Case Studies” Rubric 6. “Book Store Activity” Assignment #3 7. “Book Store Activity” Rubric |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** | **English:**  **110.33(b)(1)(A) – Reading/Vocabulary Development**  …determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek or other linguistic roots and affixes.  **110.33(b)(1)(C) – Reading/Vocabulary Development**  …infer word meanings through the identification and analysis of analogies and other word relationships.  **110.33(b)(12)(B) – Reading/Media Literacy**  …evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media.  **110.33(b)(12)(C) – Reading/Media Literacy**  …evaluate the objectivity of coverage of the same event in various types of media.  **110.33(b)(12)(D) – Reading/Media Literacy**  …evaluate changes in formality and tone across various media for different audiences and purposes.  **110.31(b)(15)(B) – Writing/Expository and Procedural Texts**  …organized and accurately conveyed information, and reader-friendly formatting techniques. |
| **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) | Invite a business manager or owner as a guest lecturer to your class. Students can also ask a parent who works in the community to speak. The students should take notes as to the types of correspondence that is produced within a business, internal and external, and then prepare a PowerPoint presentation of their summaries. |
| **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)