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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 3) |
| **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  (C) The student is expected to ascertain the role of the legal system in business. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective**  Upon completion of this lesson, the student identifies the role and impact of government, the legal system, and organized labor in business. |
| **Rationale** | The U.S. government’s role in business is as old as the country itself; the Constitution gives the government the power to regulate some commerce. Though the government’s role has increased over time, the business community still enjoys considerable freedom. This lesson identifies the impact of government on today’s businesses and the various ways government exercises its authority on businesses. |
| **Duration of Lesson** | 3 days |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | Revisit terms from previous lesson: 3 (5) (B) |
| **Materials/Specialized Equipment Needed** | **Materials Needed:**   1. Textbook 2. Internet 3. Poster board/card board 4. Markers 5. Construction paper     **Equipment Needed**   1. Optional – Overhead, SmartBoard, Internet, ELMO (if available and where applicable). |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | According to the Houghton Mifflin dictionary, to ascertain is “to discover with certainty, as through examination or experimentation.” During the last two lessons we have discovered the role of government in business. We have examined the six roles:  Maintaining Legal and Social Framework  Maintaining Competition  Providing Public Goods and Services  Redistributing Income  Correcting for Externalities  Stabilizing the Economy  And, we have looked at these roles from two perspectives — government in a regulatory role and government in a provisionary role. Studying these two sets of information gives us a framework for understanding *that* government support of the economy. So, the next step is to examine *how* the government performs these roles, specifically looking at the legal system.  A major part of the backbone of our government is its system of laws. It is these laws that provide standards to our lifestyles, and, in this case, to our method of running business.  Today, we will further examine government in business by considering the laws and entities that govern trade. |
| **Direct Instruction \*** | Instructors can use the PowerPoint presentation, slides, handouts, and note pages to support and reinforce the following outlines.   1. Application – Guided Practice    1. Students consider information about laws that affect government and business.    2. Students demonstrate comprehension of content. 2. Application – Independent Practice    1. Students research business-related laws or governmental entities.    2. Students gather answers to specific questions about the law or entity.    3. Students complete an oral assessment based on their documented research   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*  This lesson may be modified to accommodate your students with learning differences by referring to the files found on the Career & Technical Special Populations page of this website (http://cte.unt.edu/). |
| **Guided Practice \*** | 1. Instructor leads class in a discussion of business-related laws.    1. Review PowerPoint slides paying strict attention to the law slides for each category.    2. Provide commentary on the laws documented in each area. 2. Instructor utilizes the Government Jeopardy PowerPoint to review content.    1. Divide students into small teams.    2. Serve as scorekeeper. |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | 1. Instructor directs students to research business-related laws or government entities.    1. Students choose one of the laws from the PowerPoint.    2. Students may work collaboratively if necessary in two-person teams 2. Instructor directs students to answer specific questions about the law or government entity.    1. When was the law created or government entity opened?    2. Which people were key n initiation this law or entity?    3. What is the purpose of the law or entity?    4. How has the law or entity changed over time (cite effect of amendments, etc.). Why were these amendments deemed necessary?    5. How has the law or union impacted business? 3. Instructor provides student assessment that is an oral examination consisting of background knowledge probe. |
| **Lesson Closure** | * **Question:** Name and describe laws that protected workers’ rights. * **Answer:** Example – Fair Labor Standards Act (1938) which established a minimum wage and addressedchild labor issues. * **Question:** Why are antitrust laws extremely important? * **Answer:** Antitrust laws protect competition. The enforcement of these laws benefits consumers whileprotecting competition. Consumers benefit by purchasing products and services at lower prices. Antitrust laws result in business regulation, making the formation of monopolies or the employment of price fixing methods illegal. * **Question:** What would occur if there was not a legal system in place? * **Answer:** Laws declare what is in the best interest of the population. Laws establish boundaries and setstandards; they give us an understanding of what is acceptable. Living within a society without laws, law enforcement, and legal consequences will yield a society existing in total chaos. * **Question:** New laws usually result from historical events. Provide one example, reference the historicperiod and the laws relative importance. * **Answer:** Example – As a result of the Great Depression and severe losses to investors, the Securities and Exchange Act of 1934 was passed. This Act regulated the financial markets. * **Question:** Name a current event that is impacted by environmental laws. State how the law is impacted. * **Answer:** Answers will vary. |
| **Summative / End of Lesson Assessment \*** | Instructor directs students to complete an instructional learning game of their choosing using information gathered from class’ independent research   1. Students determine game type 2. Students work collaboratively in teams of 3-5 people. 3. Game must have written instructions, rules, and key. 4. Complexity of the game will be reflected in grade. 5. Rubric is provided. 6. Option: Instruction can provide poster board, chalkboard, markers, glue, etc., to assist in learning process. |
| **References/Resources/**  **Teacher Preparation** | **References:**   * O’Sullivan, Arthur and Sheffrin, Steven M. (2007). *Economics: Principles in Action*. Boston: Pearson Prentice Hall. * [ecedweb.unomaha.edu/lessons/fecga.htm](http://ecedweb.unomaha.edu/lessons/fecga.htm) * [definitions.uslegal.com/](http://definitions.uslegal.com/) * [www.ftc.gov/bc/antitrust/antitrust\_laws.shtm](http://www.ftc.gov/bc/antitrust/antitrust_laws.shtm) * [www.uspto.gov/web/offices/ac/ahrpa/opa/kids/special/kidbright.html](http://www.uspto.gov/web/offices/ac/ahrpa/opa/kids/special/kidbright.html) * [www.merriam-webster.com](http://www.merriam-webster.com/) * rubistar.4teachers.org/ |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | **English Knowledge and Skills**  110.42. English I (c) The student is expected to:  (8)(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media;  (6)(A) expand vocabulary through wide reading, listening, and discussing; and,  (4)(F) compile written ideas and representations into reports, summaries, or other formats and draw conclusions. |
| **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) | 1. Provide students with copies of periodicals (hard or soft). Allow students to select a current event and research applicable laws. 2. Direct students to U.S. Department of Labor website to continue research into labor laws: <http://www.dol.gov/opa/aboutdol/lawsprog.htm>. |
| **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)