**Study Guide 2**

**Week April 17th – April 21st**

**Business English Class - Planning**

**Objective:** By the end of the class, you will plan and create the material for your business class based on the information gathered in the business report.

**Instructions:**

1. Discuss with your peers the information provided. Make sure you both understand the content you investigated. Then, check the rubric together to understand what you will be evaluated on.
2. Plan your 1-hour lesson (see Lesson Plan format) considering the following aspects:
   1. Lesson Goals: Be concrete and realistic – What do you want to achieve with your lesson?

Start by: “By the end of the lesson, participants will be able to …”.

* 1. Lesson Assessment: How do you plan to make sure you have achieved your goal?
  2. Activities: How do you plan to help participants achieve the goal? Think of the kind of activities and their sequence (Introduction, development, wrap up).

1. Once you have an outline of the lesson, create **a slideshow**.
   1. Make sure your slideshow is simple but relevant, appealing but formal.
2. Submit your lesson plan and the slideshow by the end of the week through Teams.

**Lesson Plan Format**

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| **Teacher(s)** | Rebeca Mejia y Paola Reyes | | |
| **Content** | making a business profitable | | |
| **Objective** | At the end of the leasson students will be able to clearly understand the meaning of profitable business and some steps to achieve one. | | |
| **Assessment** | Providing students with vocabulary lists and activities at the end of the lesson to know in which areas understanding of the concept could be improved | | |
|  | **Activity** | **Time** | **Resources** |
| **Presentation**  *(Activities to activate prior knowledge and introduce the topic)* | Doing the dynamics of the hot potato some students will be chosen to participate in some questions on the subject. | 15 mins | * Student notebooks. * Market. |
| **Practice**  *(Guided activities to practice the content either as a class or in small groups)* | * Explanation of the topic. * After having obtained the information provided by the teachers, the students will pair up and discuss the steps to have a profitable business. | 20 mins  10 mins | * PowerPoint presentation |
| **Production**  *(Independent practices or exercises to measure comprehension)* | Each student will be given a copy with a small test of matching the word with the correct definition | 15 mins | * Copies of the exam. |

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| Criterion | Achieved | Approaching | Emerging | Needs Support |
| Content | Students have clearly explained the business procedures with examples, exercises, and other activities. Similarly, they have provided accurate information regarding the topic. | Students have provided accurate information regarding the topic. However, the procedures have not been clearly explained or they lack examples, exercises, or other activities. | Students have clearly explained the business procedures with examples, exercises, and other activities. However, they have not provided accurate information regarding the topic. | Students have not participated in the explanation or development of the content. |
| Language | Students use appropriate language (i.e. technical vocabulary and structures) correctly. Similarly, they show fluency and correct pronunciation at all times. | Students use appropriate language (i.e. technical vocabulary and structures) correctly most of the time. However, they lack fluency or mispronounce some words | Students use vague or incorrect language structures.  However, they might sound fluent but with occasional mispronounced words. | Students use vague language (overuse of “thing”, “like”, among others).  Similarly, they might  have difficulties connecting ideas and/or pronouncing words. |
| Preparedness | Students use supporting material to develop the content. Also, they show self-confidence when presenting and responding questions. | Students use supporting material to develop the content. However, they show little self-confidence when presenting and/or   responding questions, evident in their tone of voice or body language. | Although students show self-confidence when presenting and responding questions, students do not use any supporting material to develop the content. | Students lack preparation. This is evident in the lack of materials and self-confidence when developing the topic. |
| Organization & Participation | They have shown creativity and responsibility in the development of the lesson.  Few or no organizational issues have arisen.  It is clear the goal was accomplished. | They have shown creativity and responsibility in the development of the lesson.  Although some organizational issues arose, the class objective was achieved. | Although the class was organized, there were issues regarding engagement in the lesson on the side of the class participants. As a result, the objective was not achieved. | The class has not been well organized. As a result, many inconveniences came up during the development of the lesson. |

**BUSINESS CLASS RUBRIC**