



CTAE Module: **Introduction to Business & Technology**  
Language: **German**

Lesson # **5** of Week # **1**

This lesson is designed for a 50-minute class period. Teachers whose schedules are different should make adaptations for their particular scheduling configuration.

**Stage 1: *What will students know and be able to do at the end of this lesson?***

At the end of this lesson, the student will be able to say “I can . . .”

- ask for and provide information about companies in Germany and the U.S.

What vocabulary do students need to learn for this lesson?

These are the vocabulary topics. Please see word banks and vocabulary resources which accompany the lessons for specific words.

- Vocabulary from Career Profile Research Page

\*The vocabulary word banks may contain some words that are new or other words that are already familiar to students.

What language structures need to be refreshed for students in this lesson?



**Stage 2: *What will be the evidence that students attained the lesson's learning targets?***

At the end of the lesson, how will you know that students can do the learning targets for the lesson?

- Students will be able to describe companies.
- Students will be able to discuss their chosen company profiles with their peers by asking and answering questions.
- Students will be able to provide suggestions to peers regarding improvements to their work.



**Stage 3: What will be the roadmap to reach the lesson’s learning targets?**

What activities will you use during the lesson?

Icon Legend:



= this activity incorporates technology



= this activity is a non-technological option

Activity	How many minutes?	Resources
<p><i>Note: Today’s activity involves students sharing information that they learned about their career choice. If a student does not have their career profile ready, the teacher could provide a copy of the career research activity with the answers for Augenoptiker filled in. The point of the lesson today is to have free-speaking time as well as peer review.</i></p>		
<p><b>Bell-Ringer/Activity 1: Firmenkategorien</b>                      Teachers should distribute the list of category topics to students. Students have 5 minutes to think of and write down any words that apply to those topics (names of companies, cities and states, types of products, etc). The students are competing with their peers and should work individually. They are not allowed to use any notes or cell phones for assistance.</p> <p>At the end of 5 minutes, the teacher calls the activity to an end. The teacher leads the whole class discussion by asking students to provide words for each category. The teacher writes the words on the board. The student with the most <i>unique</i> words (not provided by anyone else in the class) wins the game!</p>	<p>10 minutes</p>	<p>Firmenkategorien Lists</p>
<p><b>Lesson Set-Up:</b>                      The teacher previews the lesson by talking with students about the “can do” statements for the day as well as mentioning the activities in which students will engage throughout the lesson.</p>	<p>1 minute</p>	



Activity	How many minutes?	Resources
<p><b>Activity 2: Company Brochure Peer Review</b> Students should be divided into groups of 4 (2 sets of partners). Each set of partners should interview the other set of partners using the company brochure review questions. Each member of the group should take turns asking and answering questions. Each member should make notes about the other’s information. Any questions that are not adequately answered should be marked. At the end of the activity, students should share the information on their review papers, thus allowing students to have feedback by which they can improve their company comparison brochure (which is due next class).</p> <p>After conducting the peer review with one set of partners, the teacher should regroup students and allow them to discuss their brochures with a new set of students.</p> <p>Students should conduct at least 2 brochure reviews. (If time allows, then students could conduct a 3<sup>rd</sup> review.)</p>	35 minutes	Company Brochure Peer Review Checklists and students’ company brochures
<p><b>Ticket-Out-the-Door: Career Profile Next Steps</b> With their partners , students should write, on a sheet of paper, their current status with the company brochure. They need to include any next steps that they plan to conduct prior to the final due date. Students should turn in their papers when exiting class.</p>	5 minutes	
<p><b>Lesson Wrap-Up:</b> The teacher brings student attention back to the lesson’s “can do” statements and asks students to evaluate the degree to which they have achieved them. The teacher may even have students turn to a partner and prove their new-found abilities. This wrap up ensures that students realize, through their own reflection, that they are able to do new things as a result of this lesson.</p>	1 minute	