



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

Language: **German**

Lesson # **2** 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 questions and provide information about the daily routine of an optometrist

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.

- *Augenoptiker*: vocabulary associated with the career of optometrist
- Career Profile vocabulary
- Career Characteristics

\*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?

- Use of *man* (one); avoiding use of passive mood
- Modal auxiliaries



**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 answer questions regarding the career of an optometrist (Video Activity)
- Students will be able to answer questions about their chosen career profile.



**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><b>Bell-Ringer: Augen Wörter</b><br/>           With a neighbor, students brainstorm words that are associated with the German word <i>Augen</i> and then specifically for jobs that are associated with <i>Augen</i>. Students write their ideas in the preview section of the <i>Augenoptiker</i> Video Activity Sheet. During the bell-ringer, students should write at least one of their words on the board. The teacher should review the words on the board and provide feedback to students.</p> <p> Students can use their cell phones to access online dictionaries.</p> | 5 minutes         | <i>Augenoptiker</i><br>Video Activity Sheet |
| <p><b>Lesson Set-Up:</b><br/>           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>   | 1 minute          |   |



| Activity  | How many minutes?                           | Resources  |
|---|---|--|
| <p><b>Activity 1: Day-in-the-Life Video and Discussion</b><br/>           Students watch a video in German that details a day in the life of an optometrist and complete the accompanying activity sheet. After each section of the video activity sheet, the teacher should review answers with students to check for understanding.</p> <p> Teachers will either need to project the video from the Internet to the whole class or allow students to watch the video individually in a computer lab setting.</p>   | <p>20 minutes</p>                           | <p><i>Augenoptiker</i><br/>           Video Activity Sheet</p>   |
| <p><b>Activity 2: Career Profile Research</b><br/>           After viewing and discussing the video content, the teacher distributes a blank copy of the career profile research page to all students. Students work in pairs for 10 minutes and try to answer as many of the profile questions as possible based on the <i>Augenoptiker</i> video. After 10 minutes, the teacher then goes over the answers to the questions with the class and clarifies any necessary vocabulary.</p> <p>After the activity is completed, the teacher gives students another blank copy of the career profile research page. The teacher explains that this document will be the first item in the students' career portfolio. Students are expected to pick a career in which they are interested. This career will be the basis for their career portfolio (which is part of the unit summative assessment). For homework, students should research their chosen career and complete the career profile research page. The career profile research will be needed in class on Day 4.</p> | <p>20-25 minutes</p> <p>Home Assignment</p> | <p>Career Profile Research Page (2 blank copies)</p> <p>Career Profile Research Page (with German answers for teacher use)</p> |



| Activity  | How many minutes? | Resources   |
|---|-------------------|---|
| <p><b>Ticket-Out-the-Door: Career Characteristics</b><br/>Students should individually complete the final section of the video activity sheet. Students should be prepared to turn in their video activity sheet as they leave class. After class, the teacher should review student work to ensure that students were able to meet expectations. The teacher should be prepared to discussion any gaps in student understanding the next day. The teacher should also return the activity sheet to students for use as a future vocabulary resource.</p> | 3 minutes         | <i>Augenoptiker</i><br>Video Activity Sheet (also used in Bell-Ringer and Activity 1) |
| <p><b>Lesson Wrap-Up:</b><br/>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 newfound 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          |   |