



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

Language: **German**

Lesson # **4** 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 a career of choice

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.

- Careers (review)
- Career Clusters (review)
- Career Profile vocabulary (review)
- Career Characteristics (review)
- Job announcement vocabulary (review)

*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?

- None anticipated (see previous lesson from Week 1)



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 create a career profile for inclusion in their final summative career portfolio.



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 creating their career profiles for the career portfolio. The class will need access to computers either in the classroom or in a lab setting. If needed, teachers will need to prepare for the transition to the computer lab and plan accordingly.</i></p>		
<p>Bell-Ringer: Career Profile Research Share On Day 2, students were given research as a home assignment. For today’s bell-ringer activity, students should show their completed research to a neighbor. Students should provide feedback to one another and point out areas on the research page that might need additional information. Students who did not complete the research for homework will use today’s class time to complete the research page and will subsequently need to complete their career profile as a home assignment.</p> <p> For students having to complete this assignment with the aid of technology (at home or at school), the final product for the career profile assignment could be a hand-drawn poster.</p>	2 minutes	Completed Career Profile Research Page (students should have completed this for homework on Day 2)
<p>Lesson Set-Up: 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>Activity 1: Career Profile Assignment The teacher should distribute the Career Profile Assignment Guidelines to all students and go over the assignment expectations. Students use their career profile research page to create a career profile for their career portfolio. Students will have the entire class period to complete the career profile and are expected to have a completed profile for use in the next class period (Day 5).</p> <p> Students will use Microsoft Word and/or the Internet to complete this activity.</p>	40-45 minutes	Career Profile Assignment Guidelines
<p>Ticket-Out-the-Door: Career Profile Next Steps In order to provide informal peer feedback, students should talk to their neighbors about steps that are needed to fully prepare their career profile for tomorrow’s lesson. Students should ask one another: What will they need to do at home this afternoon/evening to be ready to submit their career profiles tomorrow?</p>	2 minutes	
<p>Lesson Wrap-Up: 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	