



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 . . .”

- describe a chosen career and provide detailed information

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 various careers.
- Students will be able to discuss their chosen career profile 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, then 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 some free-speaking time as well as peer review.</i></p>		
<p><b>Bell-Ringer/Activity 1: Berufe Tabu</b>            Students should work in groups of 2-3. The teacher distributes a set of vocabulary cards to each group. Students place the cards in a stack face down. Students take turns drawing a card and describing the word (without mentioning the word itself) in the target language or acting out the word in pantomime. The other students in the group try to guess the word. If students are unable to describe or guess a word after 30 seconds, it should be laid to the side for later review. At the end of the game, the teacher should ask for words that were difficult to describe. The teacher writes these words on the board and then asks students to work in their groups to write a good description for the word. (Bauer = arbeitet am Land; ist tierlieb, ist gern in der Natur, hat einen Traktor) The teacher then leads the students in whole class feedback to review the words as needed.</p> <p> Students can use their cell phones to access online dictionaries.</p>	<p>8 minutes</p>	<p>Tabu Vocabulary Word Cards</p>



Activity	How many minutes?	Resources
<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>	1 minute	
<p><b>Activity 2: Career Profile Peer Review (Checklist Review)</b> The teacher should distribute the Career Profile Vocabulary Match activity to all students. In order to be able to conduct the partner peer review discussions, students need to review the vocabulary (especially difficult vocabulary) from the career research page. Students work with a partner to match the words. The teacher should conduct whole class feedback to review the answers to the activity and clarify as needed. The teacher should also model and drill pronunciation of words as needed.</p>	20 minutes	Career Profile Vocabulary Match
<p><b>Activity 3: Career Profile Peer Review</b> Students should be divided into pairs. Each pair should interview each other using the career profile review questions. Each partner should take turns asking and answering questions. Each partner 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 trade review papers, thus allowing students to have feedback by which they can improve their career profile brochure (which is due next class).</p>	20 minutes (This activity can be extended if needed by re-paring students and repeating the activity)	Career Profile Peer Review Checklists and students’ career profile brochure/posters
<p><b>Ticket-Out-the-Door: Career Profile Next Steps</b> Students should write, on a sheet of paper, their current status with the career profile 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>	2 minutes	



German Module: Introduction to Business and Technology

Activity	How many minutes?	Resources
<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	