



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

Language: **German**

Lesson # **3** of Week # **2**

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 . . .”

- find information that can be used to compare a German and an American company

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.

- Company profile topics

*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?

- Comparative forms



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 prove they have gathered the information needed to create their company comparison brochure by completing a project inventory checklist.



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 researching company information for the company comparison brochure. 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: Wörter bauen The teacher distributes the activity sheet (1/2 page) to students. Students work individually to build words taken from the GE vs. Siemens brochure from yesterday’s lessons. When finished, students can check their work against the brochure. The teacher should conduct whole-class feedback at the end of the task to check for any needed clarification.</p>	<p>5 minutes</p>	<p>Wörter bauen Vocabulary Activity (1/2 page)</p>
<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>	<p>1 minute</p>	
<p>Activity 1: Brochure Research Students should be paired with a working partner (for today and tomorrow). The teacher distributes the guidelines for the company comparison brochure assignment. Students work with their partners to find the required information using the Internet. (If students finish their research, then they can begin their brochure creating process)</p> <p> Students will need access to computer for today and tomorrow’s activities.</p>	<p>40-45 minutes</p>	<p>Brochure Guidelines</p>



German Module: Introduction to Business and Technology

Activity	How many minutes?	Resources
Ticket-Out-the-Door: Project Inventory Checklist Students should work with their project partners to complete the project inventory checklist and submit their documentation to the teacher at the end of class.	2 minutes	Project Inventory Checklist
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.	1 minute	