



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

Language: **German**

Lesson # 5 of Week # 3

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 . . .”

- Talk about good interviewing techniques

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.

- Interviews

* 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?

- Imperative Form



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 poster that illustrates good interviewing skills and techniques.

**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
Bell-Ringer/Activity 1: Interviewfragen Prior to class, the teacher needs to prepare an activity sheet using students' answers to their interview questions from the previous day's ticket-out-the-door activity. The teacher distributes the activity sheet and students work individually to find and edit mistakes in the sentences. After working on their own, students can then share their edits with a partner. Finally, the teacher leads the class in reviewing the sentences and making the needed corrections.	5-10 minutes	Student answers from previous day's ticket-out the door <i>(Teachers need to prepare this resource based on their class' answers from Day 4.)</i>
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.	1 minute	



Activity	How many minutes?	Resources
<p>Activity 2: Bewerbungsposter</p> <p>Students will work in groups of 2-3 to create a “public service” poster illustrating tips for successful interviews. The teacher provides students with a list of interview tips. Students should create an image that clearly depicts each tip and then label the image with the tip in the imperative (Befehlsform).</p> <p>This poster is a graded assignment. Prior to having students begin their work, the teacher should review the poster rubric so that students understand expectations.</p> <p>The teacher should provide students with necessary materials for creating their posters (large paper/poster board, markers, glue/tape, magazines for images, computer access, etc.)</p>	35-40 minutes	Bewerbungsposter Guidelines and Rubric Materials for creating posters (suggestions: large paper/poster board, markers, glue/tape, magazines for images, computer access, etc.)
<p>Ticket-Out-the-Door: Mein Lieblingsposter</p> <p>On a piece of paper, students should vote for their favorite poster and provide a reason for their decision (<i>auf Deutsch</i>).</p> <p>The teacher could either collect the votes and announce the winner next class or have students give their opinions in class orally.</p>	5 minutes	Bewerbungsposter
<p>Lesson Wrap-Up:</p> <p>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	