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

Lesson # **1** 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 different types of careers

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/refresh)
- Career Clusters (new)

*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?

- subordinating conjunction "*weil*" *(because)* and its impact on word order

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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 categorize careers by career cluster (Career Cluster Sort & Whiteboard Questions).
- Students will define responsibilities associated with particular careers (Career Crossword & Career Cluster Sort/Conversation).

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: Career-ABC Worksheet The teacher distributes the activity sheet as students enter the classroom and instructs students to complete the bell-ringer. In this activity, students work together with peers to come up with examples of careers in German that match the specific ABC letter. Students may use technology or dictionaries as needed. After 5 minutes, the teacher ends the activity by asking students to provide a couple of example careers (no more than 1-2 minutes of feedback). Students can use their cell phones or other internet capable devices to access online dictionaries.	5 minutes	Career-ABC Activity Sheet
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 1: Career Crossword Distribute crossword vocabulary word bank to students. Students should work in pairs to read and solve the crossword clues. Students may access technology or dictionaries as needed to complete the crossword. As groups finish, the teacher can provide groups with an answer key and have students self-correct their work.	15 minutes	Career Crossword and Answer Key

Activity	How many minutes?	Resources
Activity 2: Career Cluster Sort and Conversation Prior to class, the teacher should hang career cluster posters around the classroom and prepare the career note cards by labeling each card with a different career in German. At the beginning of the activity, the teacher distributes note cards to each student. Students use their career crossword to write a simple description of that career (using the clues from the puzzle) on the back of their note card. When given the signal to start moving, students need to move to the career cluster poster that matches their particular career and stay there. Once all students have found their appropriate cluster, the teacher conducts a quick Q&A with selected students. The teacher asks the following questions and students use their note cards to aid them in a response. (Note: the teacher models this conversation with 1-2 students and then allows students to conduct the conversation with a partner.) **Dialog Structure:** *Teacher: I'm interested in medicine. Which career could I choose?* *Student: You could be a doctor.* *Teacher: What do doctors do?* *Student: A doctor helps people when they are sick.* (Note: this information would have come from the cross word clues.) *Teacher: What do you think about this career?* *Student: I think this career is great!* *Teacher: Why?* *Student: Because you earn a lot of money!* **Dialog Sample:** *Teacher: Ich habe Interesse an Gesundheitswesen. Welchen Beruf könnte ich machen?* *Student: Sie könnten Arzt werden.*	15-20 minutes	Career Note Cards Career Cluster Posters http://www.iseek.org/

Teacher: Und was macht ein Arzt? *Student:* Ein Arzt hilft dir, wenn du krank bist. *Teacher:* Wie findest du den Beruf? *Student:* Ich finde den Beruf toll! *Teacher:* Warum? *Student:* Weil man viel Geld bekommt!		

Activity	How many minutes?	Resources
Ticket-Out-the-Door: Whiteboard Questions The teacher asks the whole class the question below. Students answer the question by writing an appropriate vocabulary word on their whiteboards. Students hold up their answers and the teacher checks for appropriate answers. The teacher then repeats the activity with additional vocabulary from today's lesson. **Question and Answer Structure:** *Teacher:* Name a profession in this career cluster: <u>(insert career cluster).</u> *Student:* <u>(career vocabulary word)</u> **Q&A Sample:** *Teacher:* Nenne einen Beruf in diesem Arbeitsbereich: Gesundheitswesen. *Students:* Arzt	5 minutes	Individual student whiteboards (or similar resource)
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 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.	1 minute	