

CTAE Module: Introduction to Business & Technology

Language: **German** 

Lesson # 3 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 an employment advertisement

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.

- Career characteristics
- Job announcement vocabulary
- Abbreviations in German (work associated)

What language structures need to be refreshed for students in this lesson?

Interrogatives (Who, What, When, Where, Why, How)

<sup>\*</sup>The vocabulary word banks may contain some words that are new or other words that are already familiar to students.



# **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 answers questions to reflect understanding of a job announcement (Job Announcement Activity).
- Students will define the concept of a "gap year" in Germany (Job Announcement Activity).



# 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 Eigenschaften Students create a list of characteristics for 3 distinct careers (at least 5 characteristics for each career). Using their cell phones or internet capable devices, students text their list of characteristics to each career's polling website created on polleverywhere.com. (see resource on directions for use of polleverywhere.com)  As a result of the bell-ringer, the class will assemble collective vocabulary lists. At the end of the activity, the teacher reviews the lists with the class and points out the common characteristics and those that are particular to the individual careers.	5 minutes 5 minutes	Directions for polleverywhere.com
If teachers and students do not have the technology for this activity, students could use the <i>Eigenschaften für den Beruf</i> Activity Sheet.		Eigenschaften für den Beruf 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	

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Activity	How many minutes?	Resources
Activity 1: Job Announcement—Job Inserat To activate the lesson, teachers should show some examples of online job announcements. Teachers should lead students in locating basic information found in each announcement (job title, location, duties, requirements, salary, hours, etc.).	25 minutes	http://www.monster.de http://www.stepstone.de/ http://www.indeed.de/
Once students have become familiar with locating basic information, the teacher distributes a printed job announcement with an accompanying activity sheet to students. Students work in pairs to understand the job announcement, answer comprehension questions regarding the content, and locate synonyms within the text.  At the end of the activity, the teacher leads the class in reviewing the correct answers.  Internet career websites		Ein Job Inserat Reading Activity Sheet
Activity 2: Follow-Up Email Response Students should write an email in response to the job announcement from the previous activity. In their email, students should ask at least 3 additional questions about the internship position. Students may send their teacher an actual email or simply write their email on a piece of paper.  Students should submit their writing (paper or electronic) to the teacher. The teacher should provide feedback to students regarding content, format, and accuracy.	10 minutes	



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Activity	How many minutes?	Resources
Ticket-Out-the-Door: Employment	5 minutes	Employment
Abbreviations		Abbreviations Activity
Students should individually complete the matching activity involving abbreviations commonly associated with employment.		Sheet
Students should turn in their activity sheets as they are dismissed. Teachers should review the activity, provide appropriate feedback, and then return the activity to students for future reference.		
Students can use their personal technology devices to aid in defining the abbreviations.		
Lesson Wrap-Up:	1 minute	
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.		