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

Lesson # **4** 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 . . ."

- organize information about German and American companies into a professional product (brochure)

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?

> - None anticipated (see previous lesson from Week 2)

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 their company comparison brochures using the information gathered from the Internet.

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
Note: Today's activity involves students creating their company comparison brochures. 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.		
Bell-Ringer: Brochure Research Share For today's bell-ringer activity, students should show their completed research about their companies to a neighbor. Students should provide feedback to one another and point out areas that might need additional information.	3 minutes	
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: Company Brochure Assignment Students use their research over their chosen companies (from yesterday) to create a company comparison brochure for their career portfolio. Students will have the entire class period to complete the brochure and are expected to have a completed brochure for use in the next class period (Day 5). Students will use Microsoft Word and/or the Internet to complete this activity.	40-45 minutes	

Activity	How many minutes?	Resources
Ticket-Out-the-Door: Brochure Next Steps Students should tell their neighbors which steps are needed to fully prepare their brochures for tomorrrow's lesson. What will they need to do at home this afternoon/evening to be ready to use their brochures during tomorrow's lesson?	2 minutes	
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	