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

Lesson # **2** of Week # **4**

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 . . ."

- Create a realistic budget based on research

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.

- Budget

*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?

- Superlatives

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 realistic personal budget using their career profile job.

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: Geld zum Leben The teacher distributes the activity sheet as students enter the classroom and instructs students to complete the comprehension questions that accompany the info graphic. Students work with a partner to answer the questions. At the end of the activity, the teacher leads the class in reviewing the correct answers. Students can view the info graphic in several ways: • They can access the website using the URL address. • They can access the website by scanning the QR code. • The teacher can provide a hard copy of the info graphic printed from the website. Students can use their cell phones to access online dictionaries.	8 minutes	Die monatlichen Ausgaben Activity Sheet http://de.statista.com/statistik/daten/studie/245381/umfrage/umfrage-zum-monatlich-benoetigten-geld-zum-leben-nach-bundeslaendern/
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
Activity 1: Career Profile Budget Prior to class, the teacher decides on the method by which she will share the budget info graphics. Students can view the info graphic in several ways: • They can access the website using the URL address. • They can access the website by scanning the QR code. • The teacher can provide a hard copy of the info graphic printed from the website. The teacher distributes the career profile budget guidelines and explains the expectations for the day's project. Using the info graphics, other internet resources, and any other pertinent research, students build their personal career budget. The budget should be from the perspective of their chosen career. Students should also create their budget as if they were living and working in Germany. This document should be finalized in using both Word and Excel and should include both tables and graphic representation of the budget information, as well as annotative/reflective statements.	35 minutes	Career Profile Budget Guidelines Budget Info graphic Posters
Final Portfolio: Presentation Guidelines The teacher distributes the guidelines for the assemblage and presentation of the students' summative career portfolio. The teacher also reviews the rubric for the summative evaluation with the students.	5 minutes	
Ticket-Out-the-Door: Activity Sheet Submission Students should write a reflection regarding next steps and preparation plans for their final portfolio presentation. The students should also list any questions, concerns, or assistance needs they might have.	2 minute	
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-	1 minute	

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.		