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

Lesson # **3** 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 . . ."

- Prepare a professional presentation in German

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 (Week 1)
- Companies (Week 2)
- Letters, Resumes, and Interviews (Week 3)
- Finance (Week 4)

*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?

- As needed on individual basis (during presentation preparation)

## 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 professional presentation detailing information about their chosen career.

## 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 final summative presentations. 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: Portfolio Review/Expectations**<br>Students will spend all of this class period and part of tomorrow's class period preparing for their final summative presentation. They will be synthesizing all of the information learned over the unit into a presentation to be given on days 4 and 5 of this week's lessons.<br><br>At the beginning of class for day 3 and day 4, the teacher should set expectations for the day and then provide students time and assistance as they work individually to create their final presentation materials.<br><br>Students will need access to technology in order to prepare the visual portion of their final presentation. If technology access is problematic, then the teacher needs to provide non-technological supplies for creating the needed visual (i.e. poster board, markers, magazine images, etc.) | 3 minutes | Portfolio Guidelines |
| **Lesson Set-Up:**<br>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: Individual Presentation Preparation**<br>Students should work individually to prepare for their portfolio presentations. Students will have all of Day 3 and 20 minutes on Day 4 of this week's lessons to prepare their presentations.<br><br>Note: The teacher needs to communicate to students that only limited class time will be given for presentation preparation. If additional time is needed, students will need to complete their preparations outside of class. | 45 minutes | Portfolio Guidelines |
| **Ticket-Out-the-Door: Activity Sheet Submission**<br>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 minutes | |
| **Lesson Wrap-Up:**<br>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 | |