



**Module: Introduction to Business and Technology**

This module is written for daily classes of 50 minutes each and for a 4-week period of time. Teachers who teach on a non-traditional schedule should make the necessary adjustments for their scheduling configuration.

It is assumed that students who are presented this module possess at least Intermediate Low to Intermediate Mid speaking proficiency using the American Council on the Teaching for Foreign Languages (ACTFL) scale.

**Week 1: Career**

**STAGE 1**

**A. What will students be able to do at the end of Week 1?**

*Students will be able to say, "I can . . ."*

1. create professional documents.
2. develop a work plan to meet deadlines.
3. effectively work both independently and collaboratively to accomplish a task.
4. use technology responsibly.
5. ask questions and provide information about career plans and choices.
6. find and use information about careers in the US and Germany.
7. provide peer review to improve my colleagues' work.

The student "can do" statements correlate to the following Georgia Career, Technical and Agricultural Education standards and the Modern Language Georgia Performance Standards:

<b>CTAE Course Standards</b>
<b>BMA-IBT-1: <i>Demonstrate employability skills required by business and industry.</i></b>
<ul style="list-style-type: none"> <li>• 1.1: Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.</li> <li>• 1.2: Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.</li> <li>• 1.3: Exhibit critical thinking and problem solving skills to locate, analyze, and apply information in career planning and employment situations.</li> </ul>
<b>BMA-IBT-2: <i>Apply technology as a tool to increase productivity to create, edit, and publish industry-appropriate documents.</i></b>
<ul style="list-style-type: none"> <li>• 2.1: Practice respectful and responsible use of technology.</li> <li>• 2.2: Demonstrate ethical and legal actions with regards to plagiarism, fair use, and copyright laws.</li> <li>• 2.3: Execute efficient online searches for specific and creditable resources.</li> <li>• 2.4: Model the ability to work independently and as a team member.</li> <li>• 2.5: Demonstrate time-management and organizational skills to complete tasks in allotted time.</li> <li>• 2.7: Apply good design principles to create professional appearing and</li> </ul>



functioning business documents.
<b>BMA-IBT-3: <i>Master word processing software to create, edit, and publish professional-appearing business documents.</i></b>
<ul style="list-style-type: none"> <li>• 3.3: Apply page layout and reusable content to documents. <ul style="list-style-type: none"> <li>○ a. Apply and manipulate page setup settings, apply themes, construct content using the Quick Parts tools, create and manipulate page backgrounds, and create and modify headers and footers.</li> </ul> </li> <li>• 3.4: Insert illustrations and graphics in a document. <ul style="list-style-type: none"> <li>○ a. Insert and format pictures, clip art, shapes, WordArt, and SmartArt, and apply and manipulate text boxes.</li> </ul> </li> <li>• 3.5: Proofread documents to validate content. <ul style="list-style-type: none"> <li>○ a. Use spelling and grammar check, configure AutoCorrect settings, and insert and modify comments in a document.</li> </ul> </li> </ul>
<b>BMA-IBT-7: <i>Demonstrate an understanding of entrepreneurship through recognizing a business opportunity, how to start a business based on the recognized opportunity, and basics of how to operate and maintain that business.</i></b>
<ul style="list-style-type: none"> <li>• 7.1: Identify the unique characteristics, traits, and concepts of the successful entrepreneur.</li> </ul>

<b>Modern Language Georgia Performance Standards*</b>
<b>MLIV.IP1: <i>The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.</i></b>
<ul style="list-style-type: none"> <li>• A. Express needs and desires.</li> <li>• B. Share emotions and preferences.</li> <li>• C. Elicit and express opinions and information.</li> <li>• D. Exchange personal reactions to spoken and written information related to the target culture(s).</li> </ul>
<b>MLIV.IP2: <i>The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.</i></b>
<ul style="list-style-type: none"> <li>• A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.</li> <li>• B. Exchange ideas clearly using level-appropriate material.</li> <li>• D. Use self-correction.</li> <li>• E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</li> </ul>
<b>MLIII.INT1: <i>The students understand spoken and written language on newly acquired and familiar topics presented through a variety of media in the target language, including authentic materials.</i></b>
<ul style="list-style-type: none"> <li>• A. Identify main ideas and supporting details from a variety of sources.</li> <li>• B. Understand culturally authentic materials and information.</li> </ul>



<p><b>MLIV.INT1:</b> <i>The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.</i></p>
<ul style="list-style-type: none"> <li>F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</li> </ul>
<p><b>MLIII.P1:</b> <i>The students present information orally and in writing using familiar and newly-acquired vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.</i></p>
<ul style="list-style-type: none"> <li>A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.</li> <li>C. Write short, organized compositions in the present with increasing accuracy, using visual and technological support as appropriate.</li> </ul>
<p><b>MLIV.P1:</b> <i>The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.</i></p>
<ul style="list-style-type: none"> <li>E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.</li> </ul>
<p><b>MLIII.CU1:</b> <i>The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</i></p>
<ul style="list-style-type: none"> <li>B. Discuss patterns of behavior typically associated with culture(s).</li> </ul>
<p><b>MLIII.CCC1:</b> <i>The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.</i></p>
<ul style="list-style-type: none"> <li>B. Relate topics studied in other subject areas to those studied in the target language class.</li> </ul>
<p><b>MLIII.CCC4:</b> <i>The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.</i></p>
<ul style="list-style-type: none"> <li>A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.</li> </ul>

\* CTAE and World Language Modules are intended for use in Level 3 world language classes and beyond. To correlate the modules to the most appropriate Georgia Performance Standards and Elements, those cited above are taken both from Levels 3 and 4.

**B. What vocabulary do students need to acquire in Week 1? (See attached word banks)**

- Essential Vocabulary
  - der Aufgabenbereich – field of responsibilities
  - die Ausbildung – education; training
  - das Durchschnittseinkommen – average income
  - die Beschäftigungsaussichten – employment outlook



- die Beförderungsmöglichkeiten – opportunities for promotion
- ähnlich - similar
- die Umgebung – surrounding area
- sich vorbereiten – to prepare
- geeignet sein – to be suited for
- das Quellenmaterial - source
- **Additional Vocabulary (Review)**
  - Professions/Career Clusters
  - Characteristics for careers

**C. What language structures will be refreshed for students during Week 1?**

- Subordinating conjunction *weil* (because) and its effect on word order
- Interrogatives

**STAGE 2**

**How will students evidence their new knowledge and skills for Week 1?**

By the end of the week you will be able to create a career profile brochure/poster detailing a career of your choice. The brochure/poster will contain information describing your chosen career including career cluster, duties and responsibilities, location, salary, etc. Detailed guidelines and an assessment rubric will be provided for this assignment.

**STAGE 3**

**What path will students follow to gain their new knowledge and skills for Week 1?**

*Day 1: Careers and Career Clusters*

*Day 2: Day-in-the-Life Video and Discussion*

*Day 3: Job Announcements*

*Day 4: Creating a Career Profile*

*Day 5: Career Profile Peer Reviews*

**Resources:**

- <http://www.iseek.org/>
- <http://www.nthuleen.com/teach/vocab/berufe.html>
- <http://www.berufe.tv>
- <http://www.careeronestop.org/>
- <http://www.onetonline.org>
- <http://www.bls.gov/ooh/>
- [www.Stelleninserate.de](http://www.Stelleninserate.de)
- [http://breitlinks.com/careers/career\\_activities.htm](http://breitlinks.com/careers/career_activities.htm)
- <http://amby.com/worksite/explore.html>
- <http://www.bls.gov/k12/>



- <http://www.berufe-lexikon.de/>
- <http://www.planet-beruf.de/Mein-Beruf.11.0.html>
- <http://www.unicum.de/>
- <http://www.berufe.tv/BA/index.html>
- [http://wps.prenhall.com/hss\\_widmaier\\_treffpunkt\\_4/0,7317,721176-,00.utf8.html](http://wps.prenhall.com/hss_widmaier_treffpunkt_4/0,7317,721176-,00.utf8.html)



**Week 1 Vocabulary Word Bank**

**Career Profile**

der Beruf - job; profession; occupation  
der Aufgabenbereich - field of responsibilities  
die Ausbildung - education; training  
das Studium - fields of studies at a university  
brauchen - to need  
das Durchschnittseinkommen - average income  
die Beschäftigungsaussichten - employment outlook  
die Beförderungsmöglichkeiten - opportunities for promotion  
ähnlich - similar  
die Umgebung - surrounding area  
sich vorbereiten - to prepare for  
geeignet sein - to be suited for  
das Quellenmaterial - source  
benutzen - to use

**Eigenschaften für den Beruf**

abwechslungsreich - varied  
kollegial - cooperative  
selbständig – independent, autonomous  
aggressiv - aggressive  
arrogant - arrogant  
aufgeregt - excited  
begabt – talented; gifted  
desorganisiert - disorganized  
engagiert – committed; dedicated  
erfahren - experienced  
finanziell - financial  
konfus - confused  
flexibel - flexible  
freundlich - friendly  
glücklich - happy  
gründlich - thorough  
hilfsbereit - helpful  
kontaktfreudig - sociable; outgoing

kreativ - creative  
künstlerisch - artistic  
langweilig - boring  
monoton - monotonous  
motiviert - motivated  
müde - tired  
nervös - nervous  
organisiert - organized  
passiv - passive  
pünktlich - punctual  
qualifiziert - qualified  
ruhig - calm; quiet  
schüchtern - shy  
spät - late  
talentiert - talented  
teamfähig - team-minded  
unabhängig - independent  
ungeduldig - impatient  
unzufrieden - unhappy  
verantwortungsbewußt - responsible  
wach - awake  
zufrieden - content; happy  
zuverlässig - reliable

**Augenoptiker**

der Augenoptiker - optometrist  
das Optikergeschäft - optometrist store  
der Optikerbetrieb - optometrist business/store  
die Brillenfassung - glasses frame  
verkaufen - to sell  
schleifen - sanding  
die Sehschärfe - acuity of vision  
bestimmen - to determine  
einsetzen - to insert  
die Glasstärke - optical strength  
der Augenabstand - eye distance  
messen - to measure  
sich weiterbilden - to continue to educate/train oneself