

## 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 2: Opportunities

#### STAGE 1

#### A. What will students be able to do at the end of Week 2?

*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 business opportunities.
6. find and use information about business.
7. identify business opportunities in my community and beyond.
8. 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>
<p><b>BMA-IBT-1: <i>Demonstrate employability skills required by business and industry.</i></b></p> <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>• 1.5: Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.</li> </ul>
<p><b>BMA-IBT-2: <i>Apply technology as a tool to increase productivity to create, edit, and publish industry-appropriate documents.</i></b></p> <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</li> </ul>

<p>in allotted time.</p> <ul style="list-style-type: none"> <li>• 2.7: Apply good design principles to create professional appearing and functioning business documents.</li> </ul>
<p><b>BMA-IBT-3: Master word processing software to create, edit, and publish professional-appearing business documents.</b></p>
<ul style="list-style-type: none"> <li>• 3.1: Create, share and maintain documents. <ul style="list-style-type: none"> <li>○ a. Apply different views and templates, protect the document, manage document versions, share and save documents.</li> </ul> </li> <li>• 3.2: Format document content. <ul style="list-style-type: none"> <li>○ a. Apply font and paragraph attributes, navigate and search, create and manipulate tables, and apply bullets.</li> </ul> </li> <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>
<p><b>BMA-IBT-4: Analyze and integrate leadership skills and management functions within the business environment.</b></p>
<ul style="list-style-type: none"> <li>• 4.3: Explain the importance of a vision, a mission statement, and goal-setting within the context of the business environment.</li> </ul>
<p><b>BMA-IBT-7: 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.</b></p>
<ul style="list-style-type: none"> <li>• 7.4: Examine the business opportunities available in local school and community.</li> </ul>

<b>Modern Language Georgia Performance Standards*</b>
<p><b>MLIII.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations. The students</b></p>
<ul style="list-style-type: none"> <li>• E. Begin to self correct</li> <li>• F. Demonstrate Novice High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.</li> </ul>
<p><b>MLIV.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.</b></p>
<ul style="list-style-type: none"> <li>• A. Participate in extended oral and written activities reflecting the present, with</li> <li>• some usage of past and future tenses.</li> </ul>



<ul style="list-style-type: none"> <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>
<p><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></p>
<ul style="list-style-type: none"> <li>• C. Demonstrate comprehension of current events and issues presented through print and electronic media.</li> </ul>
<p><b>MLIV.INT1: <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></b></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: <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></b></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: <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></b></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: <i>The students understand and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.</i></b></p>
<ul style="list-style-type: none"> <li>• B. Discuss patterns of behavior typically associated with culture(s).</li> </ul>
<p><b>MLIII.CCC1: <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></b></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> <li>• C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practice and products, such as political systems, art, architecture, music, and literature.</li> </ul>
<p><b>MLIII.CCC2: <i>The students investigate similarities and differences that exist within and among the cultures studied.</i></b></p>
<ul style="list-style-type: none"> <li>• A. Discuss the influences of events and issues in relationships between countries</li> </ul>

where the target language is spoken and the students' own culture.
<b>MLIII.CCC3: <i>The students strengthen knowledge of the English language through the study and analysis of increasingly complex elements of the target language.</i></b>
<ul style="list-style-type: none"> <li>• A. Demonstrate understanding that language and meaning do not transfer directly from one language to another.</li> </ul>
<b>MLIII.CCC4: <i>The students improve language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purposes.</i></b>
<ul style="list-style-type: none"> <li>• A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.</li> <li>• B. Locate and use resources in the target language, such as individuals and organizations accessible through the community or the Internet, to reinforce cultural knowledge.</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 2?**

- **Essential Vocabulary**
  - der Hersteller - producer, manufacturer
  - der Gründer - founder
  - der Hauptsitz - headquarters
  - der Mitarbeiter - co-worker
  - das Firmenprofil - company profile
  - der Verlust - loss
  - der Umsatz - revenue
  - die Leitung - management
  - die Firma - company
  - die Leistungen - accomplishment; achievement
- **Additional Vocabulary (Review)**
  - Geographical terms
  - Names of German states
  - Descriptive adjectives

**C. What language structures will be refreshed for students during Week 2?**

- Formal Address
- Comparative Forms

**STAGE 2****How will students evidence their new knowledge and skills for Week 2?**

By the end of the week you will be able to create a brochure comparing a German and an American company. Your brochure will detail aspects of both companies including company name, industry, products/services, founder, founding date, location, management, revenue, and size. 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 2?**

*Day 1: German Companies*

*Day 2: Company Profile Comparisons*

*Day 3: Research for Company Comparison Brochure*

*Day 4: Creating a Company Comparison Brochure*

*Day 5: Company Brochure Peer Reviews*

**Resources:**

[http://german.about.com/library/blbiz\\_gerbiz5.htm](http://german.about.com/library/blbiz_gerbiz5.htm)