



**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 3: Employment**

**STAGE 1**

**A. What will students be able to do at the end of Week 3?**

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

1. distinguish between business and private correspondence.
2. write formal and informal letters/emails
3. identify and apply conventions of beginning and closing formal and informal letters.
4. create a German resume according to a template.
5. differentiate between appropriate and inappropriate interview questions

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> <li>• 1.4: Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</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>
<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>• 2.4: 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> </ul>



- 2.7: Apply good design principles to create professional appearing and functioning business documents.

**BMA-IBT-3: Master word processing software to create, edit, and publish professional-appearing business documents.**

- 3.1: Create, share and maintain documents.
  - a. Apply different views and templates, protect the document, manage document versions, share and save documents.
- 3.2: Format document content.
  - a. Apply font and paragraph attributes, navigate and search, create and manipulate tables, and apply bullets.
- 3.3: Apply page layout and reusable content to documents.
  - 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.
- 3.4: Insert illustrations and graphics in a document.
  - a. Insert and format pictures, clip art, shapes, WordArt, and SmartArt, and apply and manipulate text boxes.
- 3.5: Proofread documents to validate content.
  - a. Use spelling and grammar check, configure AutoCorrect settings, and insert and modify comments in a document.

**BMA-IBT-6: Use professional oral, written, and digital communication skills to create, express, and interpret information and ideas.**

- 6.1: Exhibit appropriate business (oral, written, and digital) communication skills needed in the workplace to facilitate information and communication.
- 6.3: Produce written communications that utilize proper tone, grammar, and bias-free language for the workplace.
  - a. Resume
- 6.6: Use technology to enhance the effectiveness of communication in a business environment.
  - a. Email, video conferencing, phone conferencing, instant messaging, online chat, blogs, newsgroups, list serve, etc.

**Modern Language Georgia Performance Standards\***

**MLIII.IP1: The students exchange spoken and written information and ideas in the target language, with some originality.**

- E. Give and follow detailed directions and instructions.

**MLIV.IP1: 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.**

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.



<ul style="list-style-type: none"> <li>D. Exchange personal reactions to spoken and written information related to the target culture(s).</li> </ul>
<b>MLIII.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>C. Exchange information through conversations, notes, letters, or e-mail on familiar topics.</li> <li>D. Use paraphrasing, some circumlocution, and body language to convey and comprehend messages.</li> <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>
<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>C. Demonstrate comprehension of current events and issues presented through print and electronic media.</li> <li>E. Understand simple connected discourse.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.</li> </ul>
<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>
<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>
<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>



<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 practices 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>B. Compare and contrast social conventions of the target cultures with the students' own culture.</li> </ul>
<p><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></p>
<ul style="list-style-type: none"> <li>B. Demonstrate understanding that vocabulary, linguistic structures, and tense usage in English differ from those of the language studied.</li> </ul>
<p><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></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 3? (See attached word banks)**

- **Essential Vocabulary**
  - der Brief – letter
  - der Geschäftsbrief – business letter
  - der Werbebrief – application/cover letter
  - der Lebenslauf – resume
  - der Beruf – career
  - der Bewerber(in) – applicant
  - die Bewerbung – application for employment
  - die Erfahrung – experience



- das Vorstellungsgespräch – job interview
- **Additional Vocabulary (Review)**
  - See attached word banks

**C. What language structures will be refreshed for students during Week 3?**

- Polite phrases
- Modal verbs in subjunctive
- Formal address (Sie)
- Imperative

**STAGE 2**

**How will students evidence their new knowledge and skills for Week 3?**

By the end of the week you will be able to create a German resume, participate in a mock interview, and create a poster detailing good interviewing skills.

**STAGE 3**

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

*Day 1: Informal Letters*

*Day 2: Formal Letters*

*Day 3: Resumes*

*Day 4: Interviews*

*Day 5: Interview Tips*

**Resources:**

- <http://www.deutschepost.de/content/dpag/de/p/post-und-schule.html>
- <http://www.letternet.de/web/friends/home>
- <http://lebenslaufbewerbung.com/>
- <http://jobsearch.about.com/od/resumes/u/resumesandletters.htm>
- <https://lebenslauf.com/>
- <http://www.youtube.com/watch?v=zAh0KYaE8B0>



**Week 3 Vocabulary Word Bank**

**Briefe**

der Absender – sender  
der Abschluss – end  
die Anzeige – notice  
die Anrede – greeting/salutation  
der Betreffzeile – subject line  
der Brief – letter  
der Dankesbrief – thank-you letter  
die Einladung – invitation  
der Empfänger – recipient  
der Geschäftsbrief – business letter  
die Grüße – greetings (pl.)  
die Grußformel – closing  
das Postskriptum – postscript  
der Trost-/Trauerbrief –  
comfort/sympathy letter  
das Unternehmen – company  
der Unterschrift – signature  
der Verkaufsbrief – sales letter  
der Werbebrie f – application/cover  
letter

**Lebenslauf**

die Ausbildung – education  
der Beruf – career  
die Berufserfahrung – work experience  
der Bewerber(in) – applicant  
etwas von Beruf werden – to become a  
(+ career/job title)  
der Lebenslauf – resume

der Schulabschluss – school  
qualifications (high school diploma)

**Interviews**

die Bewerbung – application for  
employment  
die Bewerbungsunterlage – application  
papers (pl.)  
sich entscheiden – to decide  
die Erfahrung – experience  
erfolgreich – successful  
erzählen – to tell  
die Fähigkeit – ability  
die Firma – company  
das Händeschütteln – handshake;  
handshaking  
höflich – polite  
die Kollege – colleagues  
kündigen – to quit/leave a job; to give  
notice  
der Mitarbeiter – fellow employee  
pünktlich – punctual  
die Schwäche – weakness  
selbstbewusst – self-confident  
die Stärke – strength  
die Stelle – position  
die Überstunden – overtime hours (pl.)  
unterstreichen – emphasize  
verdienen – to earn  
das Vorstellungsgespräch – job  
interview