



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 4: Finance

STAGE 1

A. What will students be able to do at the end of Week 4?

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

1. synthesize main ideas and supporting details from a podcast
2. synthesize main ideas and supporting details from an authentic text
3. create a personal budget
4. prepare a culminating presentation and portfolio according to guidelines
5. provide feedback to peers about quality of work

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

CTAE Course Standards
BMA-IBT-1: <i>Demonstrate employability skills required by business and industry.</i>
<ul style="list-style-type: none"> • 1.1: Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities. • 1.6: Present a professional image through appearance, behavior, and language.
BMA-IBT-2: <i>Apply technology as a tool to increase productivity to create, edit, and publish industry-appropriate documents.</i>
<ul style="list-style-type: none"> • 2.4: Model the ability to work independently and as a team member. • 2.5: Demonstrate time-management and organizational skills to complete tasks in allotted time. • 2.7: Apply good design principles to create professional appearing and functioning business documents.
BMA-IBT-3: <i>Master word processing software to create, edit, and publish professional-appearing business documents.</i>
<ul style="list-style-type: none"> • 3.1: Create, share and maintain documents. <ul style="list-style-type: none"> ○ a. Apply different views and templates, protect the document, manage document versions, share and save documents. • 3.2: Format document content. <ul style="list-style-type: none"> ○ 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.
- 3.5: 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.

- 6.5: Using presentation software, create and deliver simple, clear and compelling presentations effectively to target audiences.
- 6.7: Use appropriate technology to plan, develop, practice, and present material to different types of audiences for specific business purpose.
 - a. Research paper, web site, multimedia presentation, publications, speech, online media, video, avatar, etc., instant messaging, online chat, blogs, newsgroups, list serve, etc.

BMA-IBT-9: Develop effective money management strategies and understand the role and functions of financial institutions.

- 9.1: Develop a budget including all essential elements for personal and business use.
- 9.4: Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.

Modern Language Georgia Performance Standards*

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.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

MLIII.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

- E. Begin to self-correct.
- F. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

MLIV.IP2: The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

- A. Participate in extended oral and written activities reflecting the present, with



<ul style="list-style-type: none"> • some usage of past and future tenses. • B. Exchange ideas clearly using level-appropriate material. • D. Use self-correction. • E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.
<p>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></p>
<ul style="list-style-type: none"> • C. Demonstrate comprehension of current events and issues presented through print and electronic media.
<p>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></p>
<ul style="list-style-type: none"> • F. Demonstrate Novice-High to Intermediate-Low proficiency in listening and reading comprehension.
<p>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></p>
<ul style="list-style-type: none"> • B. Produce brief oral presentations in the present with increasing proficiency, using visual and technological support as appropriate. • D. Begin to prepare presentations in the past and future. • E. Demonstrate Novice-High to Intermediate-Low proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
<p>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></p>
<ul style="list-style-type: none"> • E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.
<p>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></p>
<ul style="list-style-type: none"> • B. Relate topics studied in other subject areas to those studied in the target language class. • 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.
<p>MLIII.CCC2: <i>The students investigate similarities and differences that exist within and among the cultures studied.</i></p>
<ul style="list-style-type: none"> • C. Compare aspects of the cultures studied, such as language, clothing, foods,



dwelling, and recreation, with the students' own culture.
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>
<ul style="list-style-type: none">• A. Extend target language skills and cultural knowledge through the use of media, entertainment, and technology.

* 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 4? (See attached word banks)

- **Essential Vocabulary**
 - die Lebensunterhaltskosten – cost of living
 - durchschnittlich – on average
 - das Einkommen – income
 - die Ausgaben – expenses
 - der Restbetrag – balance; remaining amount
 - der Lohn - wages
 - das Gehalt – salary; wage
- **Additional Vocabulary (Review)**
 - See word banks

C. What language structures will be refreshed for students during Week 4?

- Numbers (format)
- Superlatives
- As needed on individual basis (during presentation preparation)

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: Budgets and Finance

Day 2: Career Budget



Day 3: Portfolio Presentation Preparation

Day 4: Portfolio Presentation Preparation and Delivery

Day 5: Portfolio Presentation Delivery

Resources:

- www.Hilferuf.de
- <http://www.welt.de/wirtschaft/article11480857/Wofuer-die-Deutschen-ihr-Geld-ausgeben.html>
- <http://de.statista.com/statistik/daten/studie/245381/umfrage/umfrage-zum-monatlich-benoetigten-geld-zum-leben-nach-bundeslaendern/>
- <http://cdn1.spiegel.de/images/image-425360-galleryV9-qtot.jpg>
- http://v-10077.intertech.de/editnews/media/news_jpg/2013250040_0001.jpg
- http://invest.dresden.de/csdata/image/1/de/bruttoloehne_vergleich_635.jpg
- http://oesv1.orf.at/static/vietnam2/images/site/oesv1/201115/oest_konsum1_a-1_big.gif
- http://diepresse.com/images/uploads/a/7/1/649841/konsum_gemuese_wichtig_er_buch_13s19-haushaltsausgaben-kaef20110412201449.jpg
- https://d28wbuch0jlv7v.cloudfront.net/images/infografik/wide/infografik_942_L_ebenshaltungskosten_in_Deutschland_b.jpg



Week 4 Vocabulary Word Bank

die Lebensunterhaltskosten – cost of living
durchschnittlich – on average
das Lebensmittel – groceries
die Versicherung – insurance
das Verkehrsmittel – means of transportation
die Miete – rent
das Quellenmaterial - sources
der Restbetrag – balance; remaining amount
übrig – left; spare; remaining
benutzen – to use
das Einkommen – income
das Budget – budget
das Arbeitslosengeld – unemployment money
die Ausgaben – expenses
die Einnahmen – income; earnings
die Ernährung – diet/nutrition
die Erstattung – reimbursement
die Freizeit – spare time; leisure
das Fernsehen – TV
das Gehalt – salary; wage
das Geld – money
das Geschenk – gift
die Gesundheit – health
das Kindergeld – child benefit; child benefit is granted for all children until the age of 18
- in certain cases also beyond that age by the German government
die Kleidung – clothing
die Körperpflege – personal hygiene
der Lohn - wages
die Ratenzahlung – installment payments
das Sparbuch – savings account
die Sonderzahlung – extra payments
die Summe – sum
das Wohnen – living
das Wohngeld – housing benefit; intended to help meet housing costs by the German
government
die Zeitung – newspaper
die Zinsen – interest (financial)