

Big Idea 1:

Example: Using students' incoming ideas and experiences and their learning by doing (or using), can spur new understandings. Thinking critically about patterns and causal relationships tied to students' background knowledge can be a powerful asset for constructing new knowledge according to [How People Learn](#).

German	English
Mein ^b Vater ^{a,b,c} ist Mechaniker ^{a,b,c} .	My ^b father ^{a,b,c} is a ^d mechanic ^{a,b,c} .
Mein ^b Onkel ^{a,b,c} ist Pilot ^{a,b,c} .	My ^b uncle ^{a,b,c} is a ^d pilot ^{a,b,c} .
Meine ^b Mutter ^{a,b,c} ist Pilotin ^{a,b,c} .	My ^b mother ^{a,b,c} is a ^d pilot ^{a,b,c} .
Meine ^b Cousine ^{a,b,c} ist Mechanikerin ^{a,b,c} .	My ^b female cousin ^{a,b,c} is a ^d mechanic ^{a,b,c} .
Patterns and Causal Relationships German-English	
a. Both written and spoken language developed from prior ideas and experiences (recognizable cognates). b. Gender-specific spelling and words. c. Capitalization of Nouns. d. Using "a" in English sentence construction is understood.	

Spanish	English
Mi tío es piloto ^a .	My uncle is a ^b pilot ^a .
Mi madre ^a es piloto ^a .	My mother ^a is a ^b pilot ^a .
Mi padre ^a es mecánico ^{a,b} .	My father ^a is a ^b mechanic ^{a,b} .
Mi prima ^a es mecánica ^{a,b} .	My female cousin ^a is a ^b mechanic ^{a,b} .
Patterns and Causal Relationships Spanish-English	
a. Both written and spoken language developed from prior ideas and experiences (recognizable cognates). b. Gender-specific spelling and word. c. Using "a" in English sentence construction is understood.	

French	English
Mon ^b oncle ^a est pilote ^a .	My ^b uncle ^a is a ^c pilot ^a .
Ma ^b mère est pilote ^a .	My ^b mother ^a is a ^c pilot ^a .
Mon ^b père est mécanicien ^a .	My ^b father ^a is a ^c mechanic ^a .
Ma cousine est mécanicienne. ^{a,b}	My ^b female cousin ^a is a ^c mechanic ^{a,b} .
Patterns and Causal Relationships French-English	
a. Both written and spoken language developed from prior ideas and experiences (recognizable cognates). b. Gender-specific spelling and words. c. Using "a" in English sentence construction is understood.	

Big Idea 2:

Example: Explaining new and different sentences helps students use critical thinking patterns like cause and effect and patterns to enhance and test the utility of their new understandings.

German	Spanish	French	English
Mein Vater schwimmt in dem Ozean.	Mi padre nada en el mar.	Mon père nage dans l'océan.	My father swims in the ocean.
Meine Mutter schwimmt gut!	Mi madre nada bien!	Ma mère nage bien!	My mother swims well!
Ich schwimme nicht gut!	¡No nado bien!	Je ne nage pas bien !	I do not swim well!
Schwimmst du gut?	¿Nadas bien?	Vous nagez bien?	Do you swim well?

Big Idea 3:

Example: Promoting students' visible thinking is a way to have them tie together the learning process to develop more self-driven critical thinking. Students can do additional translations but then also rank their confidence in their abilities using a simple three-point scale: (1) I know how to translate all of the words in the sentence, (2) I know how to translate some of the words in the sentence, and (3) I do not know how to translate the words in the sentence. Thus, the evaluation aimed to promote student reflection and assess their developing sensemaking of new languages. In addition, teachers can probe student understanding by using questions inherent in, *"How have your ideas changed and why?"*

German	Spanish	French	English
Steve ist athletisch. Steve spielt Basketball! Steve spielt gut Basketball! Steve spielt Basketball besser als LeBron James!	Steve es un atleta. Steve juega baloncesto. ¡Steve juega bien al baloncesto! Steve juega al baloncesto mejor que LeBron James.	Steve est athlète. Steve joue au basket. Steve joue bien au basket ! Steve joue mieux au basket que LeBron James.	Steve is an athlete. Steve plays basketball. Steve plays basketball well! Steve plays basketball better than LeBron James.