



Course Name Introduction to World Language

Unit Title Introduction to French

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning <u>Communication</u> 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Students will be able to independently use their learning to... Use basic French language and cultural knowledge to communicate simple ideas and better understand and appreciate how languages and cultures connect as global citizens.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 learning another language allows people to appreciate, communicate, and connect with cultures around the world. U2 languages share patterns and roots, and understanding these connections can help people learn new words and ideas. U3 Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> EQ1 How does learning another language help us understand ourselves, people, and cultures around the world? EQ2 What can language teach us about the perspectives and values of the people who speak the language? EQ3 What does it mean to be a global citizen?

<u>Cultures</u> 2.1 Cultural Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. <u>Comparisons</u> 4.1 Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	Acquisition <i>Students will know...</i> K1 basic French vocabulary across the following categories: • Greetings • Classroom Interactions • Numbers/Time/Basic Descriptions • Geographic Topics • Culture/Food K2 relevant cultural traditions and practices from French-speaking cultures. K3 how French developed from Latin and the Romans to be part of the Romance language family. K4 common Latin roots that appear in both French and English. K5 countries and regions of the world where French is spoken.	<i>Students will be skilled at...</i> S1 pronouncing basic French sounds and words so that they are understandable. S2 participating in simple conversations using greetings, introductions, and basic expressions. S3 interpreting basic written or spoken French in context (e.g. signs, menus, short interactions, etc.) S4 describing cultural practices and practices from French-speaking regions. S5 recognizing where French appears in the modern world (e.g. media, technology, travel) S6 comparing basic features of French and English pronunciation, vocabulary, sentence structure, and culture.
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Course Name Introduction to World Language

Unit Title Introduction to German

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning <u>Communication</u> 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. <u>Cultures</u>	<i>Students will be able to independently use their learning to...</i> Students will use basic German language and cultural knowledge to communicate ideas and explore how language connects to culture.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1 learning another language allows people to appreciate, communicate, and connect with cultures around the world. U2 languages share patterns and roots, and understanding these connections can help people learn new words and ideas. U3 Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> EQ1 How does learning another language help us understand ourselves, people, and cultures around the world? EQ2 What can language teach us about the perspectives and values of the people who speak the language? EQ3 What does it mean to be a global citizen?
	Acquisition	

2.1: Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2: Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <u>Connections</u> 3.1: Connections to Other Disciplines Students reinforce and further their knowledge of other disciplines through the foreign language. <u>Comparisons</u> 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.	<i>Students will know...</i> K1 basic German vocabulary across the following categories: • Greetings • Classroom Interactions • Numbers/Time/Basic Descriptions • Geographic Topics • Culture/Food K2 relevant cultural practices and products from German-speaking cultures. K3 how German relates to Latin and the Romans historically, geographically, and culturally. K4 how German compares to English in pronunciation, vocabulary, and structure. K5 countries and regions of the world where French is spoken.	<i>Students will be skilled at...</i> S1 pronouncing basic German sounds and words so that they are understandable. S2 participating in simple conversations using greetings, introductions, and basic expressions. S3 interpreting basic written or spoken German in context (such as signs, menus, short interactions, etc.). S4 describing cultural practices and practices from German-speaking regions. S5 recognizing where French appears in the modern world (e.g. media, technology, travel) S6 comparing basic features of French and English pronunciation, vocabulary, sentence structure, and culture.
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Course Name Introduction to World Language

Unit Title Introduction to Spanish

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
ACTFL Standards for Foreign Language Learning <u>Communication</u> 1.1: Interpersonal Communication Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. 1.2: Interpretive Communication Students understand and interpret written and spoken language on a variety of topics. 1.3: Presentational Communication Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	Students will be able to independently use their learning to... Students will use basic German language and cultural knowledge to communicate ideas and explore how language connects to culture.	
	Meaning UNDERSTANDINGS <i>Students will understand that...</i> U1 learning another language allows people to appreciate, communicate, and connect with cultures around the world. U2 languages share patterns and roots, and understanding these connections can help people learn new words and ideas. U3 Cultural practices, traditions, and products reflect the perspectives and values of the people who speak the language.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> EQ1 How does learning another language help us understand ourselves, people, and cultures around the world? EQ2 What can language teach us about the perspectives and values of the people who speak the language? EQ3 What does it mean to be a global citizen?

<u>Cultures</u> 2.1: Practices and Perspectives Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. 2.2: Products and Perspectives Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. <u>Connections</u> 3.1: Connections to Other Disciplines Students reinforce and further their knowledge of other disciplines through the foreign language. <u>Comparisons</u> 4.1: Language Comparisons Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. 4.2: Cultural Comparisons Students demonstrate understanding of the concept of culture through comparisons of the	<i>Students will know...</i> K1 basic Spanish vocabulary across the following categories: • Greetings • Classroom Interactions • Numbers/Time/Basic Descriptions • Geographic Topics • Culture/Food K2 relevant cultural traditions and practices from Spanish-speaking cultures. K3 how Spanish developed from Latin and the Romans to be part of the Romance language family. K4 common Latin roots that appear in both Spanish and English. K5 countries and regions of the world where Spanish is spoken.	Acquisition <i>Students will be skilled at...</i> S1 pronouncing basic Spanish sounds and words so that they are understandable. S2 participating in simple conversations using greetings, introductions, and basic expressions. S3 interpreting basic written or spoken Spanish in context (e.g. signs, menus, short interactions, etc.) S4 describing cultural practices and practices from Spanish-speaking regions. S5 recognizing where Spanish appears in the modern world (e.g. media, technology, travel) S6 comparing basic features of Spanish and English pronunciation, vocabulary, sentence structure, and culture.
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cultures studied and their own.		
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