

**World Languages**  
**Unit 3: Colors and Numbers**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Language enables communication.</li> <li>• The language used to describe numbers and colors in French and Spanish is different.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does one identify objects in the French/Spanish-speaking world?</li> <li>• How does one identify objects based on color and number in French and Spanish?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>• Phonetics of French and Spanish is different from each other and English.</li> <li>• Different vocabulary is used for colors and numbers in both languages.</li> </ul>
<b>Vocabulary</b>	<p><u>Terms:</u></p> <ul style="list-style-type: none"> <li>○ French and Spanish color words.</li> <li>○ French and Spanish numbers 0 through 30.</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>• Identify objects based on color and number in French and Spanish.</li> <li>• Communicate telephone numbers in French and Spanish.</li> <li>• Demonstrate initial understanding of ordinal numbers in French and Spanish.</li> </ul>
<b>Related Maine Learning Results</b>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1. Interpersonal  <b>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</b>  a. Ask and answer a variety of questions on familiar topics.</p> <p>A2. Interpretive.  <b>Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</b>  a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3. Presentational.  <b>Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</b>  a. Write/sign messages using a prescribed, culturally-appropriate format.  c. Convey personal preferences or information pertaining to everyday life orally, and in writing.</p> <p>A4. Language comparisons.  <b>Students compare the target language with English in order to better understand language systems.</b>  a. Compare basic grammatical structures and syntax between languages.  c. Compare pronunciation systems between languages.</p>

e. Explain connections between languages through the identification of cognates.

B. Cultures: Students demonstrate an understanding of a culture(s) in Which the target language is spoken.

B1. Practices and perspectives.

**Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.**

a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.

b. Describe common attitudes of a culture(s) in which the target language is spoken.

c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

B2. Products and perspectives.

**Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.**

B3. Comparisons with Own Culture.

**Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.**

a. Compare verbal and non-verbal communication in a culture(s) in which the spoken to communication in the culture in which the student lives.

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1. Knowledge of Other Learning Results Content Areas.

**Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.**

c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.

D. Communities: Students encounter and use the target language both In and beyond the classroom for personal enjoyment and lifelong learning.

D1. Communities.

**Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).**

a. Participate in and summarize school/community events related to the target language or associated culture(s).

b. Identify community and online resources that can be used to gain information about the target language or associated culture(s).

c. Communicate with students in the target language.

d. Describe language skills and cultural insights gained through real or virtual travel.

<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>• Identify objects by color and number</li><li>• Oral and written quizzes</li><li>• Use of oral vocabulary through continued use in context</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>• Authentic videos (Youtube)</li><li>• Songs</li><li>• Games</li></ul>

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