

# Unit 3: Colors

Content Area: **Unified Arts**  
Course(s): **World Language K**  
Time Period: **October**  
Length: **7**  
Status: **Published**

## Unit Summary

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In this unit student will begin to master colors in Spanish through songs and other activities which will allow them to converse with peers in the targeted language. Students will continue to build their Spanish vocabulary in order to be able to communicate in a language other than English. While building their vocabulary, students will develop an appreciation for other cultures and for those who are learning English. They will also make connections between how words are pronounced, spelled and used between Spanish and English and hopefully learn ways to remember and practice this vocabulary. Each vocabulary unit helps the students take another step towards mastery.

## Standards

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WL.7.1.NM.A.2	Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
WL.7.1.NM.A.3	Recognize a few common gestures and cultural practices associated with the target culture(s).
WL.7.1.NM.A.4	Identify familiar people, places, and objects based on simple oral and/or written descriptions.
WL.7.1.NM.A.L.1	The Novice - Mid language learner understands and communicates at the word level and can independently identify and recognize memorized words and phrases that bring meaning to text.
WL.7.1.NM.B.1	Use digital tools to exchange basic information at the word and memorized - phrase level related to self and targeted themes.
WL.7.1.NM.B.2	Give and follow simple oral and written directions, commands, and requests when participating in age - appropriate classroom and cultural activities.
WL.7.1.NM.B.3	Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave - takings, and daily interactions.
WL.7.1.NM.B.4	Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.
WL.7.1.NM.B.5	Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.
WL.7.1.NM.B.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.B.L.1.a	Respond to learned questions.
WL.7.1.NM.B.L.1.b	Ask memorized questions.
WL.7.1.NM.B.L.1.c	State needs and preferences.
WL.7.1.NM.B.L.1.d	Describe people, places, and things.
WL.7.1.NM.C.1	Use basic information at the word and memorized - phrase level to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.NM.C.2	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

WL.7.1.NM.C.3	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.7.1.NM.C.4	Present information from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NM.C.5	Name and label tangible cultural products and imitate cultural practices from the target culture(s).
WL.7.1.NM.C.L.1	The Novice - Mid language learner understands and communicates at the word level and can use memorized words and phrases independently to:
WL.7.1.NM.C.L.1.a	Make lists.
WL.7.1.NM.C.L.1.b	State needs and preferences.
WL.7.1.NM.C.L.1.c	Describe people, places, and things.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
TECH.8.1.2.A.CS1	Understand and use technology systems.

## Student Learning Objectives

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Students will learn to...

- identify the english and spanish word for 11 colors.
  - rojo-red
  - azul-blue
  - verde-green
  - amarillo-yellow
  - anaranjado-orange
  - morado-purple
  - blanco-white
  - negro-black
  - gris-gray
  - café-brown
  - rosado-pink

## Essential Questions

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- How can I use a foreign language to name and identify people, objects and colors in my school environment?
- How can I use previously learned vocabulary to describe and identify colors?
- What titles are used to properly address adults recognizing the important role gender recognition has in the target language?
- How to accurately respond to the question words in Spanish

## Enduring Understandings

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Students will understand that...

- communicating in at least one other language in order to obtain information, express feelings and exchange opinions is important.
- learning another language encourages further participation in multilingual communities both within and beyond a school setting.
- interpreting spoken and written language is essential to good communication and building rapport.

## Application

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Students will be able to independently use their learning to...

- have a conversations with Spanish-speaking individuals.
- use targeted language in describing items and colors.
- verbally and in written format identify colors in targeted language.

## Skills

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Students will be skilled at...

- identifying and repeating color words in targeted language.
- communicating with peers.
- following directions in targeted language.
- greeting peers and adults in targeted language.