

# Unit 9 The house - La casa

Content Area: **Unified Arts**  
Course(s): **World Language 3**  
Time Period: **May**  
Length: **10 Lessons**  
Status: **Published**

## Unit Summary

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In this unit, students will learn the words to describe the parts of the house and review grammar rules related to gender and numbers in their targeted language. Students will continue to build on previously-learned vocabulary and language functions to communicate about themselves, their friends, teachers, and classroom at the Novice-Mid level of proficiency.

## Standards

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LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally

	or in writing.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
TECH.8.1.5	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.5.A.2	<p>Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.</p> <p>Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p> <p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p> <p>Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.</p>

## Student Learning Objectives

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Students will learn to...

- identify the parts of the house in the targeted language.
- identify the rooms of the house in the targeted language.
- respond to commands in the targeted language.
- pair the correct definite article to each room and part of the house and be able to explain why.
- create a dream house incorporating targeted language in designing of the home.

## Essential Questions

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- How will I respond to what I hear and interpret what I read in Spanish?
- How will my knowledge of English grammar help me to understand my knowledge of Spanish Grammar?
- How do practiced conversations and presentations help me become a better speaker and writer in Spanish?
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## Enduring Understandings

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Students will understand that...

- language learning involves taking risks and learning from one's mistakes.
- an ability to communicate in another language fosters a better understanding of my own language and culture.

## Application

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

- have basic conversations in the targeted language.
- use their knowledge about the house to describe what they would put in their dream house.
- identify targeted language in written form.
- compare English and targeted language.
- identify components of a house in targeted language.

## **Skills**

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Students will be skilled at...

- labeling and identifying parts of the house in the targeted language.
- responding to commands in targeted language.
- communicating with peers and teachers.
- following commands in targeted language.