**Tooele County School District**

**BEGINNING LANGUAGE – Level 1**

**UNIT 4 OVERVIEW: My School Life**

What students will be able to do by the end of this unit?

|  |  |  |
| --- | --- | --- |
| **INTERPRETIVE** | **INTERPERSONAL** | **PRESENTATIONAL** |
| **Listening** | **Reading** | **Person-to-Person** | **Speaking** | **Writing** |
| * I can understand what people say about school schedules, subjects, and class supplies.
* I can understand when I hear people talk about locations within a school.
* I can understand when someone describes his/her daily school routine
 | * I can understand information about supplies for class.
* I can understand short readings that describe classes and teachers.
* I can understand a short passage describing someone’s daily school routine
 | * I can speak with another person about my school day.
* I can say what classes and teachers I have and when I have them.
* I can say what materials I have and need for each class.
* I can describe my classes.
* I can answer questions about my school routine and schedule.
 | * I can talk about my school schedule.
* I can tell what school supplies I have & need.
* I can describe my classes and teachers.
* I can list my daily school activities using words, phrases and memorized expressions.
 | * I can write information about my class schedule.
* I can write a description of my classes and teachers.
* I can write about my daily school routines.
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Essential Unit Questions:

* How does education shape individuals and societies?
* How can I be successful in school?

What will students know about by the end of this unit?

Vocabulary

Book- el libro

Pen- el bolígrafo

Ruler- la regla

Notebook- el cuaderno

Folder/binder- la carpeta

Paper-el papel

Pencil-el lápiz

Marker- el marcador

Notebook- el cuaderno

Computer- la computadora

Laptop- el portátil

Locker- el armario

Dictionary- el diccionario

Desk-el pupitre, el escritorio

Chair- la silla

Table- la mesa

Whiteboard (Chalkboard)- la pizarra

Backpack- la mochila

Calculator- la calculadora

Math- las matemáticas

Science- las ciencias

Geography- la geografía

World Language- los idiomas del mundo

Spanish- el español

History- la historia

PE- la educación física

English- el inglés

Art- el arte

Music- la música

Lunch- el almuerzo

Seminary- el seminario

Computer Technology- la tecnología

Difficult- difícil

Easy- fácil

Practical- práctica/o

Boring- aburrido/a

Fun- divertido/a

Noisy- Ruidoso/a

Interesting- interesante

There is/there are- hay

Favorite- favorito/a

Least- menos

First- primero/a

Second- Segundo/a

Third- tercero/a

Fourth- cuarto/a

Fifth- quinto/a

Sixth- sexto/a

Seventh- séptimo/a

Eighth- octavo/a

Ninth- novena/a

Tenth- décimo/a

\*To have- tener

It starts (begins) at- empieza a la(s)

It ends at…termina a la(s)

Schedule- el horario

Class- la clase

Cafeteria- la cafetería

Library- la biblioteca

Office- la oficina

Teacher- el/la profesor/a

Principal- el/la director/a

Then- entonces

Before- antes (de)

After- después (de)

At (time)- a la, a las

At (place), in, on- en

To study- estudiar

To teach- enseñar

To learn- aprender

To understand- comprender

\*To do- hacer

To write- escribir

For/in order to- para

To be successful- tener éxito

Get good grades- recibir buenas notas

To turn in- entregar

To arrive- llegar

On time- a tiempo

Late- tarde

To need- necesitar

To pay attention- prestar atención

\*Has an irregular *yo* form: *tengo* and *hago*

Grammar/Structures

* Present tense regular verbs (as necessary to complete task)
* Sequencing

Culture, Communication and Connections:

* I can tell you about school schedules in the target cultures.
* I can tell how students and teachers interact in the target cultures.
* I can tell you about the grading systems in the target cultures.