**Tooele County School District**

**BEGINNING LANGUAGE – Level 1**

**UNIT 5 OVERVIEW: Let me introduce my family!**

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

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| **INTERPRETIVE** | | **INTERPERSONAL** | **PRESENTATIONAL** | |
| **Listening** | **Reading** | **Person-to-Person** | **Speaking** | **Writing** |
| * I can understand what people say in a short conversation about family members. * I can understand basic descriptions of family members. * I can understand names of objects in my home. * I can understand basic conversations about household chores | * I can understand personal e-mails, notes and other short reading about family. * I can identify family member words from a family tree. * I can understand the purpose of short simple reading materials such as advertisements, brochures, schedules, cards and maps. | * I can describe my family members’ physical and personality traits * I can ask a variety of questions about someone’s family and home. * I can ask and tell what members of my family like to do and why. * I can ask and discuss household chores. | * I can describe my family. * I can talk about what members of my family like and don’t like and they do in their free time. * I can present information on what my family likes to do and why. * I can discuss household responsibilities | * I can write a personal history * I can write a letter, blog, email, etc., about my family. |

Essential Unit Questions:

* What is the nature of family relationships in other cultures?
* What makes a home?

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

Vocabulary

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| --- | --- | --- | --- |
| Father- el padre  Mother- la madre  Spouse- el esposo/a  Parents- los padres  Brother- el hermano  Sister- la hermana  Son- el hijo  Daughter- la hija  Child- el niño/a  Uncle- el tío  Aunt- la tía  Stepfather- el padrastro  Stepmother- la madrastra  Stepsister- la hermanastra  De- of/from, “‘s”  In law- politico/a  Grandchild- el/la nieto/a | Stepbrother- el hermanastro  Grandmother- la abuela  Grandfather- el abuelo  Grandparents- los abuelos  Cousins- los primos  Niece/Nephew- el sobrino/a  Older- mayor  Younger- menor  Dog- el perro  Cat- el gato  Fish- el pez  Pet- el animal de casa  To Have- tener  To make/to do- hacer  Dishes- los platos  Tener que- to have to  To mop- trapear | House- la casa  Apartment- el apartamento  To live- vivir  Table- la mesa  Bed- la cama  Chair- la silla  Couch- el sofá  Lamp- la lámpara  Living room- la sala  Dining room- el comedor  Kitchen- la cocina  Bathroom- el baño  Bedroom- el dormitorio, cuarto  Chores- los quehaceres  Car- el carro, coche  Tener ganas de- to feel like  To sweep- barrer | Stairs- las escaleras  1st floor- la planta baja  2nd floor- el primer piso  My- mi/s  Your- tu/s, su/s  His- su/s  Her- su/s  Their- su/s  Our- nuestro/a/s  To wash- lavar  To take out the trash- sacar la basura  To clean- limpiar  To tend/babysit- cuidar a  To help- ayudar a  To mow the lawn- cortar el césped  Clothing- la ropa |

Grammar/Structures

* Full usage of gender/number agreement if it hasn’t been taught yet.
* Spanish: Full usage of “*gustar*” if it hasn’t been taught yet.
* Review “to have” and introduce “to do/to make”
* Basic possessive adjectives/possession.

Culture, Communication and Connections:

* I can provide a definition of “nuclear family” in the target cultures.
* I can explain the traditional family living arrangements in the target cultures.
* I can explain what a family does together in different countries and compare it with my own.
* I can explain the target cultures’ perspectives on the elderly members of society.
* I can explain the role of pets in the target cultures.