**Tooele County School District**

**DEVELOPING LANGUAGE – Level 2**

**UNIT 2 OVERVIEW: My Daily Life**

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 when someone describes their activities and routines.
* I can understand a message about someone's daily activities and routines.
* I can understand when and where an event will take place.
* I can understand questions about my work or class schedule.
 | * I can understand e-mails and messages about someone's daily activities and routines.
* I can understand when I read something telling me what needs to be done on a daily basis.
* I can understand information on social media from a friend.
* I can understand what an e-pal writes about interests and daily routines.
 | * I can ask and answer simple questions about daily routines and activities
* I can describe what I do and have done daily in conversations.
* I can talk with someone about household tasks and schoolwork.
* I can schedule an appointment.
 | * I can talk about what I have to do or did at school, work and/or home on a regular basis.
* I can describe what I plan to do next in my life.
* I can tell what happens after school or work.
* I can describe where I work and what I do.
* I can describe my school.
* I can describe what I do at school or work.
 | * I can write about what I have to do at school, work and/or home on a regular basis.
* I can write something I hear or have heard such as simple information in a phone message or a classroom activity.
* I can write a social media post.
* I can request an application for a job, membership in a club, or admission to a school or program.
* I can request an appointment with a classmate, teacher, or colleague.
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Essential Unit Questions:

* How do the routines of people of other countries differ from mine?
* How does where I live influence my lifestyle?

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

Vocabulary

**Chores**

To make the bed- hacer la cama

To do the laundry- lavar la ropa

To cook- cocinar

To vacuum- pasar la aspiradora

To cut the grass- cortar el césped

To clean- limpiar

To take out the trash- sacar la basura

To dust- quitar el polvo

To help- ayudar

To tend, take care of- cuidar

**Places in the house**

Kitchen- la cocina

Living room- la sala

Bathroom- el baño

Bedroom- el dormitorio/cuarto

Family room- el cuarto familiar

**To talk about daily routines**

To brush- cepillarse

To dry- secarse

To get dressed- vestirse(i)

To get ready- prepararse

To get undressed- desvestirse(i)

To get up-levantarse

To go to bed- acostarse(ue)

To put on- ponerse

To take off- quitarse

To put on makeup- maquillarse

To relax- relajarse

To shave- afeitarse

To take a shower- ducharse

To wake up- despertarse(ie)

To wash- lavarse

To work out- hacer ejercicio

**Hygiene Body Parts**

Body- el cuerpo

Teeth- los dientes

Hair- el pelo

Face- la cara

Hands- las manos

Legs- las piernas

**To talk about personal grooming**

Lotion- la loción

Perfume- el perfume

Cologne- la colonia

Makeup- el maquillaje

Deodorant- el desordorante

**Other words**

Boyfriend- el novio

Girlfriend- la novia

Before- antes

After/afterwards-después de, después

In the morning- En/por la mañana

In the afternoon- En/por la tarde

At night- En/por la noche

Chore- el quehacer

Responsibility- la responsabilidad

I have to- tener que

Grammar/Structures

* Writing sentences and paragraphs.
* Using sequencing words to tell the order of events.
* Using reflexive pronouns, as needed.

Culture, Communication and Connections:

* I can compare the similarities and differences of daily routines in the target cultures with those in the U.S. (Comparisons)
* I can compare the importance of having a job while attending school for youth in the target cultures with that of youth in the U.S. (Comparisons)
* I can describe school life and leisure activities of youth in the target cultures.