### Unit Goals

Learners will be able to:
- Describe the members of their family and basic information about those people
- Ask and respond to questions about the names of family members
- Compare sizes of families belonging to classmates, selves, and others
- Label family members with names and relation to self
- Draw family trees for others and self by listening to descriptions of families
- Design a culture triangle related to family size and/or naming practices

### Summative Performance Tasks

#### Interpretive

- Listen to a person from Egypt describe her family and draw her family tree to demonstrate understanding.
- Identify names of historical figures by reading Mohammad’s family tree.
- Circle family names and size of classmates’ family by watching presentations with visual aids of classmates’ family names and size.

#### Presentational

- Create a family tree poster with family members’ names and relations. Describe family members’ relations and basic biographical information to classmates.

#### Interpersonal

- Ask and answer questions about family members and family size in pairs and small groups. Compare family size of your own and classmates’ families.

### Can Do Statements

#### Interpretive

- (L + R) I can understand words describing family members in family trees and presentations.
- (L + R) I can identify the names of family members in others’ families.
- (L + R) I can understand a short story about the Simpson family and identify actions/events associated with each family member.

#### Presentational

- (S) I can describe members of my family in terms of name, preferences, and basic biographical information. I can describe how many people are in my family.
- (W) I can create a poster with my family members organized into a tree and labeled with their relationship to me.

#### Interpersonal

- I can ask and answer simple questions about the members of my family and others’ families, family sizes, and naming practices in the family.
- I can compare my family size and naming practices with those of other Arabs in my class, in history.

### Supporting Functions

- Listing family members and names
- Asking and responding to questions about family members
- Expressing basic preferences of others
- Comparing sizes

### Supporting Structures/Patterns

- His/her name is...
- I have...
- Ownership: The _____ of _____
- What is the name of...?
- Do you have...?
- Is this ___’s brother/sister/parent?
- Is this bigger/smaller than...?

### Priority Vocabulary

- Family members: brother/sister, father/mother, uncle/aunt (maternal and paternal), grandparents, son/daughter
- How many?
- Numbers
- Possessive pronouns (my, his, her, your, our)
- Bigger than/smaller than