

Family Learning Guide: World Languages

Marking Period 2: 11/2/2020-1/29/21



Welcome to the Family Learning Guide!



Dear Families,

Thank you for reading this Family Learning Guide. We are excited to work with you as partners during these challenging times to ensure that all our students receive an excellent education.

As reflected in our district's strategic plan – The District Model of Excellence or DME – we are working hard every day to provide all our students with the resources that they need to thrive.

We have developed this resource to support student learning – especially at-home learning – and we are excited to work with you and develop more tools and resources to support your children in their learning.

Please reach out with any questions or concerns and suggestions on how to make this guide more useful in the future.

Your partners at Hartford Public Schools



Contact Daisy Torres, 860-519-2074

Or Kimberly Winfield
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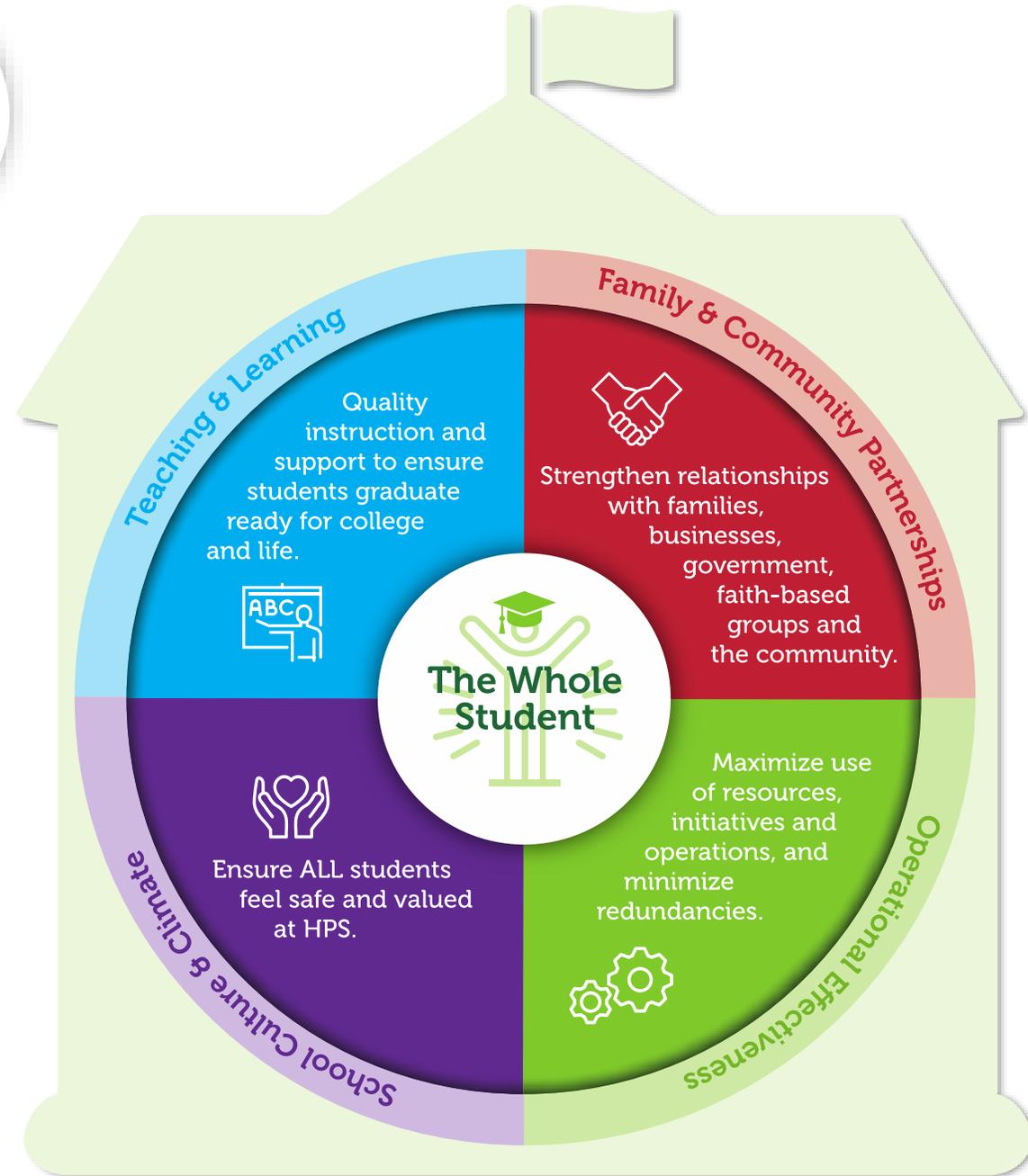
for questions about
this guide.

We are committed to excellence and equity for all our students.



The District Model of Excellence is our roadmap for providing every child in Hartford with access to a high-quality public school.

We are committed to **excellence** and **equity** for all our students. This means that we cannot and will not allow the pandemic to interrupt high quality instruction for our students.



Introducing the Family Learning Guide



WHAT IS A FAMILY LEARNING GUIDE?

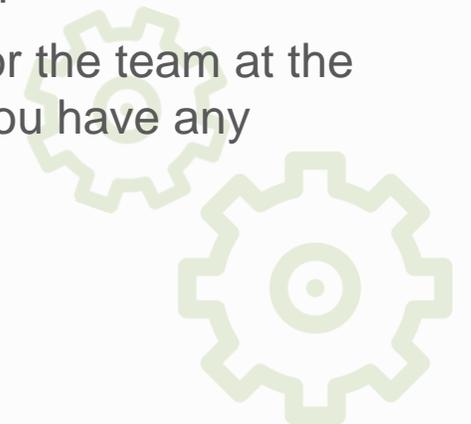
This is a resource developed by the team at Hartford Public Schools to provide you – our families – with an advance look at what your children will be learning in the coming weeks.

Learning requires partnership between families and schools. During the pandemic, this is even more true and we want to be your partner in this challenging time.



HOW SHOULD YOU USE IT?

1. Review the sample learning objectives so that you can reinforce them at home;
2. Review the resources to support at-home learning so that you can make sure your children have the right supplies;
3. Reach out to your school or the team at the Hartford Public schools if you have any questions!





World Language Classrooms Family Learning Guides

What are the marking period dates for this Family Learning Guide?

11/2/2020 through 1/29/21

What are the specific content areas covered in this Family Learning Guide?

1. Spanish I
2. Spanish II



Family Learning Guide Literacy: SPANISH I



Unit Topic(s):

Realidades I, Ch. 1B ¿Y tú, cómo eres?

Realidades I, Ch. 2A Tu día en la escuela

Realidades I, Ch. 2B Tu sala de clase

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

I can describe myself and others using a variety of adjectives in the target language.
I can talk about my personality
I can ask and tell what other people are like
I can use adjectives and proper adjective agreement/placement in order to describe people
I can talk about more than one object or person using definite/Indefinite articles
I can compare/contrast English and the target language.
I can determine whether nouns are masculine/feminine and singular/plural.
I can write about my school day/ class schedule in the target language.
I can talk about school subjects and classes
I can discuss what students do during the day
I can compare my school with one from a different Spanish-speaking country
I can describe a typical classroom
I can indicate where things are located using prepositional phrases and the verb *estar*
I can understand cultural perspectives on school in the Spanish speaking world
I can tell who is doing an action in a sentence using subject pronouns
I can describe what I and other people do in the present tense using AR verbs.
I can compare/contrast a typical school day in my own and the target culture.

WHAT WILL WE TEACH YOUR CHILD?

You can expect your child to...

- Engage in conversation describing how Spanish-speaking countries are similar/different from that of teens in the United States in the target language
- Engage with questions about the activities they do in school each day and using the target language
- Explain how schools differ in other countries Ex: meal times, customs, siesta, class sizes, etc.in the target language
- Ask your child to describe items typically found in a classroom in the target language
- Write a paragraph about their school day/ classes/ schedule in the present tense using the target language
- Create a poster, flashcards or a children's book using new vocabulary from the unit (Ex: items they need for school)

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

Access to a device with audio and internet to follow along with the class and the teacher.
Spanish I teachers have been instructed to add the online textbook they are using as a Material in their Google Classroom.

Family Learning Guide Literacy: SPANISH II



Unit Topic(s):

Realidades 2, Ch. 1B ¿Qué haces después de las clases?

Realidades 2, Ch. 2A ¿Cómo te preparas?

Realidades 2, Ch. 2B ¿Qué ropa compraste?

WHAT ARE OUR LEARNING GOALS FOR YOUR CHILDREN?

- I can talk about clothing for different events, weekend plans, and daily routines, using possessive adjectives.
- I can describe different things using the verbs **ser** and **estar**.
- I can demonstrate an understanding of the verbs **ser** and **estar** and how they both mean “to be”.
- I can interpret various readings about daily routines using cognates.
- I can listen to, read, compare and interpret daily routines and choices.
- I can listen to read and interpret possessive adjectives, verbs that use the infinitive, and **ser/estar**.
- I can read about getting ready for an event, preferences in attire, special events and families, various authentic advertising inputs in the target language.
- I can listen to and interpret a video about getting ready for an event.
- I can understand a spoken dialogue about sports and extracurricular activities. Music and drama
- I can state how long it has been since I’ve done something using **Hace + time + que** expressions
- I can make comparisons in the target language using **Mas/menos, tan___como** expressions.
- I can describe what myself and others “know” using the verbs **saber y conocer**
- I can describe my own daily routine using reflexive verbs.
- I can describe a real or imaginary past shopping excursion using the preterite tense.

WHAT WILL WE TEACH YOUR CHILD?

You can expect your child to...

- Engage in conversations about how leisure activities in Spanish-speaking countries are similar/different from that of teens in the United States using the target language
- Use the target language to share the activities they do to get ready each day
- Use the target language to describe how daily routines differ in other countries Ex: meal times, customs, work day, siesta, etc.
- Use the target language to describe the clothing they are wearing each day in terms of color, size, material etc.
- Using the target language, write a paragraph about a real or imagined shopping trip in the past tense
- Create a poster, flashcards or a children’s book to teach new vocabulary from the unit (Ex: clothing vocabulary)

WHAT RESOURCES WILL BE NEEDED TO SUPPORT AT-HOME LEARNING?

Access to a device with audio and internet to follow along with the class and the teacher.
Spanish II teachers have been instructed to add the online textbook they are using as a Material in their Google Classroom.