## Scope and Sequence

### Languages Other Than English – Grade 8B (HS)

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>29 Days</th>
<th>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4</td>
<td>Aug. 26 - Oct. 4, 2019</td>
<td></td>
</tr>
<tr>
<td># Lessons</td>
<td>23 45-min. Class Periods or 11 90-min. Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
</tbody>
</table>

### How Science and Technology Influence Our Life (Part 1)

Students will be able to: 1) talk about their likes and dislikes in more detail regarding school subjects, after schools activities, and teachers; 2) discuss their school schedules and invite others to do something together at certain dates and times; 3) describe their school environment and make comparisons to schools in the target language countries; 4) discuss technology in the context of school and after school and compare its use with that of the target language countries; and 5) observe the effect of social media on their school and social lives with that in the culture of the target language countries.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>23 45-min. Class Periods or 11 90-min. Class Periods</th>
<th>Strand: (1) Interpersonal communication: Speaking and Writing. The student is expected to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Labor Day Sept. 2</td>
<td>LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.</td>
</tr>
<tr>
<td></td>
<td>Early Dismissal Sept. 2</td>
<td>LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.</td>
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<td></td>
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<td>LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation.</td>
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<td>LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.</td>
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<td></td>
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<td>LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures.</td>
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<tr>
<td></td>
<td></td>
<td>LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</td>
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</table>

Strand: (2) Interpretive communication: reading and listening. The student is expected to:

- LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
- LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
- LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
- LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Strand (3) Presentational communication: speaking and writing. The student is expected to:

- LOTE I.3A State and support an opinion or preference orally and in writing.
- LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.
Scope and Sequence
Languages Other Than English – Grade 8B (HS)

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

Cycle 2
Unit 4

24 Days
Oct. 7 - Nov. 8, 2019

# Lessons

| How Science and Technology Influence Our Life (Part 2) | 20
| 45-min. Class Periods or 10 90-min Class Periods |

Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

Strand: (1) Interpersonal communication: Speaking and Writing. The student is expected to:
LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.
LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.
LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation.
LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.
LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures.
LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.

Strand: (2) Interpretive communication: reading and listening. The student is expected to:
LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.

Strand (3) Presentational communication: speaking and writing. The student is expected to:
LOTE I.3A State and support an opinion or preference orally and in writing.
LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Students will be able to:
1) talk about their likes and dislikes in more detail regarding school subjects, after schools activities, and teachers;
2) discuss their school schedules and invite others to do something together at certain dates and times;
3) describe their school environment and make comparisons to schools in the target language countries;
4) discuss technology in the context of school and after school and compare its use with that of the target language countries; and
5) observe the effect of social media on their school and social lives with that in the culture of the target language countries.

Fall Holiday (students only) Oct. 9

Early Dismissals Oct. 18 Nov. 8

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## Factors that Impact the Quality of Life (Part 1)

Students will learn to describe their homes, research and compare them with those in the target language countries.

Students will be able to engage in basic discussions about their health and factors that can affect it. Students will be able to ask for help when ill and give advice to others about their health.

Students will become familiar with basic facts about quality of life and its factors such as poverty, health, and language barriers in the target language countries and compare them with their own culture.

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>24 Days</th>
<th>Nov. 11-Dec. 19, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 5</td>
<td># Lessons</td>
<td>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</td>
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<td>20 45-min. Class Periods or 10 90-min. Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
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<tr>
<td></td>
<td>Thanksgiving Break Nov. 25-29</td>
<td>Strand: (1) Interpersonal communication: Speaking and Writing. The student is expected to:</td>
</tr>
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<td></td>
<td>Winter Break Dec. 23 - Jan. 3</td>
<td>LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.</td>
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<td>LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.</td>
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<td>LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation.</td>
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<td>LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.</td>
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<td>LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures.</td>
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<td>LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</td>
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<td>Strand: (2) Interpretive communication: reading and listening. The student is expected to:</td>
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<td>LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.</td>
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<td>LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</td>
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<td>LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</td>
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<td>Strand (3) Presentational communication: speaking and writing. The student is expected to:</td>
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<td>LOTE I.3A State and support an opinion or preference orally and in writing.</td>
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<td>LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</td>
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### Cycle 4

<table>
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<tr>
<th>Unit 5</th>
<th># Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
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</table>
| **Factors that Impact the Quality of Life (Part 2)** | 24 45-min. or 12 90-min. Class Periods | **Strand: (1) Interpersonal communication: Speaking and Writing.** The student is expected to:  
LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.  
LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.  
LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation.  
LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.  
LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures.  
LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.  
**Strand: (2) Interpretive communication: reading and listening.** The student is expected to:  
LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.  
LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.  
LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.  
LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.  
**Strand (3) Presentational communication: speaking and writing.** The student is expected to:  
LOTE I.3A State and support an opinion or preference orally and in writing.  
LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences. |

**Note:** The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

**Unit 5 Dates:**  
Jan. 6 - Feb. 14, 2020

**MLK Day Jan. 20**

**Early Dismissal Jan. 17**

The number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
## Environmental, Political, and Social Challenge (Part 1)

Students will be able to use basic target language to order, make, and describe foods.

Students will compare the foods they eat with those in the target language cultures.

Students will be able to use simple expressions to talk about purchasing food at a market and ordering in a restaurant.

Students will be able to talk about food in the context of health issues and the environment.

Students will continue to compare the quality of life and its factors from their own culture to the cultures of the target language countries.

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<td>Unit 6</td>
<td>Feb. 17 - Apr. 3, 2020</td>
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<td># Lessons</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
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<td>Strand: (1) Interpersonal communication: Speaking and Writing. The student is expected to:</td>
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<tr>
<td>Early Dismissal, Feb. 14</td>
<td>LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.</td>
<td></td>
</tr>
<tr>
<td>Spring Break, Mar. 16-20</td>
<td>LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.</td>
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<tr>
<td>Chávez/Huerta Day, March 30</td>
<td>LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation.</td>
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Cycle 6
Unit 6

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<th>Environmental, Political, and Social Challenge (Part 2)</th>
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<td>Students will be able to use basic target language to order, make, and describe foods.</td>
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| 38 Days |
| April 6 - May 29, 2020 |
| # Lessons |
| Environmental, Political, and Social Challenge (Part 2) |
| 28 |
| 45-min. Class Periods |
| or |
| 14 90-min. Class Periods |

| Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) |
| The student will: |
| Environmental, Political, and Social Challenge (Part 2) |
| Spring Holiday Apr. 10 |
| Memorial Day May 27 |
| STAAR testing calendar built in |

| Strand: (1) Interpersonal communication: Speaking and Writing. The student is expected to: |
| LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. |
| LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. |
| LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. |
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| LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. |
| LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style. |

Spring Holiday Apr. 10
Memorial Day May 27

| Strand: (2) Interpretive communication: reading and listening. The student is expected to: |
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