

2022-2023 Scope and Sequence

		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 1	29 Days	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.
- <b>J</b> 3. <b>G</b> .	Aug. 22-Sept. 30	2022 Complete instructional planning information and support are in the HISD Curriculum documents.
Unit 4.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
How Science and Technology Influence Our Life (Cycles 1 and 2)  Students will learn basic exchanges about technology in school and in daily life.  Students will be able to: 1) discuss their likes and dislikes in more detail regarding school subjects, schedule, after schools activities, and teachers; 2) invite others to activities at certain dates and times; 3) compare their school setting to schools in the target language countries; 4) discuss everyday technology and compare its use with that of the target language countries; 5) observe the effect of social media on their social lives with that in the culture of the target language countries; 6) address other	12 class periods (90- min. each)     or     24 class periods (45- min. each)  Teachers Report to Campuses Aug. 8  Teacher Service Days Aug. 16-19  Teacher Prep Day (No students) Aug. 15  Labor Day Sept. 5	The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.  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.1D 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 gestures.  ® LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.  Strand: (2) Interpretive Communication—Reading and Listening The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.  Student is expected to:  ® LOTE I.2B Identify key words and details from fiction and nonfiction texts and 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.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.  ® LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.





















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – 1B (Grade 8)

Tree recommended unther of class periods is less than the number of dass sended search ground the grading yellow and the grading yellow a			The recommended number of close periods is less than the number of days in the grading scale
Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:    Evel-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.	Cycle 1		to accommodate differentiated instruction, extended learning time, and assessment days
thematic and cultural contexts as defined in the TEKS for LOTE.  ® 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.  Intercultural Communication (ICC): Investigate and Interact  Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives.	Unit 4.1	# Class Poriods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
	level-appropriate thematic and cultural contexts as defined in the	R Class Perious The s Stud  ® L usin Inter Stud ICC under	dent is expected to:  OTE I.3A State and support an opinion or preference orally and in writing.  OTE I.3B Describe people, objects, and simple situations orally and in writing ag a mixture of words, phrases, and simple sentences.  Arcultural Communication (ICC): Investigate and Interact  dent is expected to:  I.1 In own and other cultures, identify products and practices to help erstand perspectives.
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2022-2023 Scope and Sequence

	23 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 2	Oct. 3 - Nov. 4, 2	to accommodate differentiated instruction, extended learning time, and assessment days
Unit 4.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
How Science and Technology Influence Our Life (Cycles 1 and 2) Students will learn basic	9 class periods (90-min. each) or 20 class periods (45-min. each)	Strand: (1) Interpersonal Communication—Speaking and Writing The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.  Student is expected to:
exchanges about technology in school and in daily life.	Teacher Service Day (No students) Oct. 4	<ul> <li>R LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.</li> <li>R LOTE I.1B Express and exchange personal opinions or preferences in</li> </ul>
Students will be able to: 1) discuss their likes and dislikes	Fall Holiday Oct. 5	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
in more detail regarding school subjects, schedule, after schools activities,		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
and teachers; 2) invite others to activities at certain dates and times; 3) compare their school setting to schools in the target language		expressions, register, and style.  Strand: (2) Interpretive Communication—Reading and Listening The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.
countries; 4) discuss every- day technology and compare its use with that of the target language countries; 5) observe the effect of social media on their social lives with that in the culture of the target		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 presents information orally and in writing using a mixture of words
language countries; 6) address other		and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.





















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – 1B (Grade 8)

	00 Davis	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 2	<b>23 Days</b> Oct. 3 - Nov. 4, 2	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 4.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
level-appropriate		Student is expected to:
thematic and		® LOTE I.3A State and support an opinion or preference orally and in writing.
cultural contexts as defined in the		® LOTE I.3B Describe people, objects, and simple situations orally and in
TEKS for LOTE.		writing using a mixture of words, phrases, and simple sentences.
		Intercultural Communication (ICC): Investigate and Interact
		Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.



















2022-2023 Scope and Sequence

28 Days		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 3	Nov. 7 - Dec. 21,	to accommodate differentiated instruction, extended learning time, and assessment days
Unit 5.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Factors that Impact the Quality of Life (Cycles 3 and 4)	11 class periods (90-min. each) or 23 class periods (45-min. each)	Strand: (1) Interpersonal Communication—Speaking and Writing The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.
Students will learn to talk about daily life in basic terms.	Thanksgiving Break Nov. 21-22	Student is expected to:  ® LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation.
Students will be able to: 1) describe their	Winter Break (students) Dec. 22 - Jan. 6	<ul> <li>® LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation.</li> <li>® LOTE I.1C Ask and tell others what they need to, should, or must do in spoken</li> </ul>
homes, research and compare them with those in the target language	Winter Break (teachers) Dec. 22 - Jan. 4	and written conversation.  (B) LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation.  (B) LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures.
countries; 2) engage in basic discussions		LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.
about their health and factors that can affect it; 3) ask for help when ill and give advice to others about		Strand: (2) Interpretive Communication—Reading and Listening The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels.
their health; 4)		Student is expected to:
become familiar with basic facts		LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.
about quality of life and its		® LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials.
factors such as poverty, health, and language		® LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.
barriers in the target language countries and		
compare them with their own culture; 5) address other level-		Strand (3) Presentational Communication—Speaking and Writing The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.







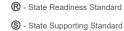














2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – 1B (Grade 8)

		The recommended number of class register is less than the number of days is the number of the number
Cycle 3	<b>28 Days</b> Nov. 7 - Dec. 21, 2	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 5.1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
appropriate		Student is expected to:
thematic and cultural		B LOTE I.3A State and support an opinion or preference orally and in writing.
contexts as defined in the TEKS for		<b>®</b> LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.
LOTE.		Intercultural Communication (ICC): Investigate and Interact
		Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

















2022-2023 Scope and Sequence

The recommended number of close periods in less than the number of close the number of			
Cycle 4	<b>33 Days</b> Jan. 9 - Feb. 24, 2023		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 5.2	# Class Periods		xas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) dent will:
Factors that Impact the Quality of Life (Cycles 3 and 4)  Students will learn to talk about daily life in basic terms.  Students will be able to: 1) describe their homes, research and compare them with those in the target language countries; 2) engage in basic discussions about their health and factors that can affect it; 3) ask for help when ill and give advice to others about their health; 4) 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; 5) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.	(90-min. each) or 26 class periods (45-min. each)  Winter Break (students) Dec. 22 - Jan. 6  Winter Break (teachers) Dec. 22 - Jan. 4  MLK Jr. Day Jan. 16  Teacher Prep Day (No students) Jan. 5  Teacher Service Day (No students) Jan. 6  Teacher Service Day (No students) Feb. 20	The stuinformal student appropriate appropriate.  Studen  B LOT written B LOT and write.  B LOT and write.  B LOT express  Strand: The stuing print, discontext. commun process  Studen  B LOT audio, a  B LOT audio, a  B LOT audio a  Context. Commun process  Studen  Context. Commun print, discontext. Commun print, disconte	et (1) Interpersonal Communication—Speaking and Writing dent negotiates meaning through the spoken and written exchange of tion in rehearsed and unrehearsed situations in a variety of contexts. The uses a mixture of words and phrases and some simple sentences with riate and applicable grammar structures and processes at the specified nacy levels.  It is expected to:  E.I.1A Ask and respond to questions about everyday life in spoken and conversation.  E.I.1B Express and exchange personal opinions or preferences in spoken then conversation.  E.I.1C Ask and tell others what they need to, should, or must do in spoken then conversation.  E.I.1D Articulate requests, offer alternatives, or develop simple plans in and written conversation.  E.I.1E Participate in spoken conversation using culturally appropriate sions, register, and gestures.  E.I.1F Participate in written conversation using culturally appropriate sions, register, and style.  E.(2) Interpretive Communication—Reading and Listening dent comprehends sentence-length information from culturally authentic gital, audio, and audiovisual materials as appropriate within highly ualized situations and sources. The student uses the interpretive mode in nication with appropriate and applicable grammatical structures and ses at the specified proficiency levels.  It is expected to:  E.I.2B Identify key words and details from fiction and nonfiction texts and audiovisual materials.  E.I.2C Infer meaning of unfamiliar words or phrases in highly contextualized udio, and audiovisual materials.  E.I.2D Identify cultural practices from authentic print, digital, audio, and sual materials.  E.I.2D Identify cultural practices from authentic print, digital, audio, and sual materials.







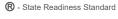














2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – 1B (Grade 8)

		Other Than English - Modern Languages - TB (Grade 6)
Cycle 4	<b>33 Days</b> Jan. 9 - Feb. 24,	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 5.2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		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.
		Intercultural Communication (ICC): Investigate and Interact
		Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.

















2022-2023 Scope and Sequence

	28 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 5	_	to accommodate differentiated instruction, extended learning time, and assessment days.  1, 2023 Complete instructional planning information and support are in the HISD Curriculum documents.
		Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
Unit 6.1	# Class Periods	The student will:
Environmental,	12 class	Strand: (1) Interpersonal Communication—Speaking and Writing
Political, and	periods	The student negotiates meaning through the spoken and written exchange of
Social	(90-min. each)	information in rehearsed and unrehearsed situations in a variety of contexts. The
Challenge	or	student uses a mixture of words and phrases and some simple sentences with
(Cycles 5 and 6)	24 class periods	appropriate and applicable grammar structures and processes at the specified proficiency levels.
Students will	(45-min. each)	promoterney to value.
learn and discuss	,	Student is expected to:
food and other		R LOTE I.1A Ask and respond to questions about everyday life in spoken and
factors that	Spring Break	written conversation.
influence the quality of life.	Mar. 13-17	R LOTE I.1B Express and exchange personal opinions or preferences in spoken
quality of life.	Chávez-	and written conversation.
Students will be	Huerta Day	R LOTE I.1C Ask and tell others what they need to, should, or must do in spoken
able to: 1) use	Mar. 31	and written conversation.
basic target	On vive set the lister of	R LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in
language to	Spring Holiday Apr. 7	·
order, make, and describe foods;	Αρι. τ	spoken and written conversation.
2) compare the		LOTE I.1E Participate in spoken conversation using culturally appropriate
foods they eat		expressions, register, and gestures.
with those in the		LOTE I.1F Participate in written conversation using culturally appropriate
target language		expressions, register, and style.
cultures; 3) use		Otron d. (0) but any of the Organization. But dispersed the control of
simple expressions to		Strand: (2) Interpretive Communication—Reading and Listening The student comprehends sentence-length information from culturally authentic
talk about		print, digital, audio, and audiovisual materials as appropriate within highly
purchasing food		contextualized situations and sources. The student uses the interpretive mode in
at a market and		communication with appropriate and applicable grammatical structures and
ordering in a		processes at the specified proficiency levels.
restaurant; 4) talk about food in the		Chudant in associated to
context of health		Student is expected to:
issues and the		® LOTE I.2A Demonstrate an understanding of culturally authentic print, digital,
environment; 5)		audio, and audiovisual materials in everyday contexts.
compare the		LOTE I.2B Identify key words and details from fiction and nonfiction texts and
quality of life and its factors from		audio and audiovisual materials.
their own culture		R LOTE I.2C Infer meaning of unfamiliar words or phrases in highly
to the cultures of		contextualized texts, audio, and audiovisual materials.
the target		R LOTE I.2D Identify cultural practices from authentic print, digital, audio, and
language		audiovisual materials.
countries; 6) address other		
level-appropriate		Strand (3) Presentational Communication—Speaking and Writing
thematic and		The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable
cultural contexts		grammar structures and processes at the specified proficiency levels.
		5 :
		grammar structures and processes at the specified proficiency levels.





















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – 1B (Grade 8)

		The recommended number of clear periods is less than the number of deux in the number of the number
Cycle 5	<b>28 Days</b> Feb. 27 - Apr. 14	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 6.1	# Class Pariods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
as defined in the		Student is expected to:
TEKS for LOTE.		R 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.
		Intercultural Communication (ICC): Investigate and Interact
		Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.



















2022-2023 Scope and Sequence

		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 6	<b>31 Days</b> Apr. 17 - May 3	to accommodate differentiated instruction, extended learning time, and assessment days
11.11.0.0		3
Unit 6.2	# Lessons	The student will:
Unit 6.2  Environmental, Political, and Social Challenge (Cycles 5 and 6)  Students will learn and discuss food and other factors that influence the quality of life.  Students will be able to: 1) use basic target language to order, make, and describe foods; 2) compare the foods they eat with those in the target language cultures; 3) use simple expressions to talk about purchasing food at a market and ordering in a restaurant; 4) talk about food in the context of health issues and the environment; 5) compare the quality of life and its factors from their own culture to the cultures of the target language	# Lessons  12 class periods (90-min. each) or 24 class periods (45-min. each)  Spring Holiday April 21  Memorial Day May 29  Teacher Prep Day (No students) June 1	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
countries; 6) address other		Strand (3) Presentational Communication—Speaking and Writing
level-appropriate thematic and cultural contexts		Strand (3) Presentational Communication—Speaking and Writing The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.







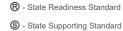














2022-2023 Scope and Sequence

		The recommended number of class periods in less than the number of days in the number of
Cycle 6	<b>31 Days</b> Apr. 17 - May 31	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 6.2	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
as defined in the		Student is expected to:
TEKS for LOTE.		R LOTE I.3A State and support an opinion or preference orally and in writing.
		<b>®</b> LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.
		Intercultural Communication (ICC): Investigate and Interact
		Student is expected to: ICC I.1 In own and other cultures, identify products and practices to help understand perspectives. ICC I.2 Interact at a survival level in some familiar everyday contexts.













