

2022-2023 Scope and Sequence

	20.7	The was a war and a discussion of allow position in the state of the s
Cycle 1	29 Days Aug. 22-Sept. 30, 202	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 1	# Class Periods T	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) he student will:
The Influence of Language and Culture on Identity Students will learn to greet others in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online). Students will be able to: 1) introduce themselves and others, ask for basic personal information and describe people in simple terms; 2) share and ask about personal likes and dislikes; 3) function in the classroom by making requests in simple/incomplet e sentences and respond appropriately to commands given in class; 4) comprehend daily objectives and activities; 5) learn and use the alphabet, characters, phonetic system and cognates; 6) identify basic	12 class periods (90-min. each) or 24 class periods (45-min. each) Teachers Report to Campuses Aug. 8 Teacher Service Days Aug. 8-12, Aug. 16-19 Teacher Prep Day (No students) Aug. 15 Labor Day Sept. 5	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: ® 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 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 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 situations 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. ® 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. ® 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. Strand (3) Presentational Communication—Speaking and Writing The student presents information orally and in
cultural aspects		
GLOBAL GRADI		





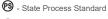
















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – Level I (HS)

II.		The recommended number of class periods is less than the number of days in the grading cycle.
Cycle 1	29 Days Aug. 22-Sept. 30, 20	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 1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
such as immediate family members.		® 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 2	23 Days	——Ito accommodate differentiated instruction, extended learning time, and assessment days.
- 70.0 =	Oct. 3 - Nov. 4, 202	
Unit 2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Families in	9 class periods	Strand: (1) Interpersonal Communication—Speaking and Writing
Different	(90-min. each)	The student negotiates meaning through the spoken and written exchange of
Societies	or	information in rehearsed and unrehearsed situations in a variety of contexts.
0, 1, 1, 311	20 class periods	The student uses a mixture of words and phrases and some simple sentences
Students will	(45-min. each)	with appropriate and applicable grammar structures and processes at the
learn how to		specified proficiency levels.
discuss and	Toophor	
compare their	Teacher	Student is expected to:
families with those in the	Service Day (No students)	® LOTE I.1A Ask and respond to questions about everyday life in spoken and
target language	Oct. 4	written conversation.
cultures.	Oct. 4	® LOTE I.1B Express and exchange personal opinions or preferences in
oultures.	Fall Holiday	spoken and written conversation.
Students will be	Oct. 5	LOTE I.1C Ask and tell others what they need to, should, or must do in
able to: 1)		spoken and written conversation.
describe		® LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in
themselves and		spoken and written conversation.
their family		LOTE I.1E Participate in spoken conversation using culturally appropriate
members		expressions, register, and gestures.
(physical and		LOTE I.1F Participate in written conversation using culturally appropriate
character traits);		expressions, register, and style.
2) list basic jobs		
in the target		Strand: (2) Interpretive Communication—Reading and Listening
language		The student comprehends sentence-length information from culturally
countries; 3)		authentic print, digital, audio, and audiovisual materials as appropriate within
express the jobs		highly contextualized situations and sources. The student uses the interpretive
they would like to		mode in communication with appropriate and applicable grammatical
have; 4) discuss		structures and processes at the specified proficiency levels.
birthdays and describe birthday		
celebrations; 5)		Student is expected to:
compare birthday		LOTE I.2A Demonstrate an understanding of culturally authentic print,
celebrations		digital, audio, and audiovisual materials in everyday contexts.
between their		LOTE I.2B Identify key words and details from fiction and nonfiction texts
own culture and		and audio and audiovisual materials.
the ones of the		LOTE I.2C Infer meaning of unfamiliar words or phrases in highly
target language		contextualized texts, audio, and audiovisual materials.
cultures; 6) learn		LOTE I.2D Identify cultural practices from authentic print, digital, audio, and
about holidays		audiovisual materials.
and important		Strand (2) Procentational Communication Specking and Writing
dates in the		Strand (3) Presentational Communication—Speaking and Writing The student presents information orally and in writing using a mixture of words
target language		and phrases and some simple sentences with appropriate and applicable
culture(s); 7)		grammar structures and processes at the specified proficiency levels.
address other		grammar structures and processes at the specified proficiency levels.
related thematic		Student is expected to:
and cultural		B LOTE I.3A State and support an opinion or preference orally and in writing.
contexts at an appropriate level		W LOTE 1.3A State and support an opinion of preference drainy and in writing.
appropriate level		





















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – Level I (HS)

23 Days Oct. 3 - Nov. 4, 2022	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.
# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

















2022-2023 Scope and Sequence

		The recommended number of close periods is less than the number of days in the grading syele	
Cycle 3	28 Days	The recommended number of class periods is less than the number of days in the grading cyclopacto accommodate differentiated instruction, extended learning time, and assessment days.	
- 70.00	Nov. 7 - Dec. 21, 20	O22 Complete instructional planning information and support are in the HISD Curriculum documents	
Unit 3	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Influences of	11 class periods	Strand: (1) Interpersonal Communication—Speaking and Writing	
Beauty and	(90-min. each)	The student negotiates meaning through the spoken and written exchange of	
Art	or	information in rehearsed and unrehearsed situations in a variety of contexts.	
Students will	23 class periods	The student uses a mixture of words and phrases and some simple sentences	
learn to talk	(45-min. each)	with appropriate and applicable grammar structures and processes at the	
about		specified proficiency levels.	
shopping,	Thanksgiving	Other deserting arms at a ditag	
fashion, and	Break	Student is expected to:	
arts in basic	Nov. 21-22	LOTE I.1A Ask and respond to questions about everyday life in spoken and	
terms.		written conversation.	
	Winter Break		
Students will be	(students)	R LOTE I.1C Ask and tell others what they need to, should, or must do in	
able to: 1) use	Dec. 22 - Jan. 6	spoken and written conversation.	
level-	Minter Durant	R LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in	
appropriate communication	Winter Break (teachers)	spoken and written conversation.	
to purchase	Dec. 22 - Jan. 4	® LOTE I.1E Participate in spoken conversation using culturally appropriate	
and discuss	Dec. 22 - Jan. 4	expressions, register, and gestures.	
clothing, as		® LOTE I.1F Participate in written conversation using culturally appropriate	
well as ask for		expressions, register, and style.	
sizes, styles,			
colors, and		Strand: (2) Interpretive Communication—Reading and Listening	
observing and		The student comprehends sentence-length information from culturally authentic	
understanding		print, digital, audio, and audiovisual materials as appropriate within highly	
prices; 2) discuss fashion		contextualized situations and sources. The student uses the interpretive mode	
in different		in communication with appropriate and applicable grammatical structures and	
target language		processes at the specified proficiency levels.	
countries at a		Student is expected to:	
basic level; 3)		® LOTE I.2A Demonstrate an understanding of culturally authentic print, digital,	
experience		audio, and audiovisual materials in everyday contexts.	
relevant arts		® LOTE I.2B Identify key words and details from fiction and nonfiction texts	
(movies,		and audio and audiovisual materials.	
paintings,		LOTE I.2C Infer meaning of unfamiliar words or phrases in highly	
music, books, fashion) in the		contextualized texts, audio, and audiovisual materials.	
target		R LOTE I.2D Identify cultural practices from authentic print, digital, audio, and	
language; 4)		audiovisual materials.	
express what			
they like and		Strand (3) Presentational Communication—Speaking and Writing	
don't like in arts		The student presents information orally and in writing using a mixture of words	
and why; 5)		and phrases and some simple sentences with appropriate and applicable	
address other		grammar structures and processes at the specified proficiency levels.	
level-		Student is expected to:	
appropriate		Student is expected to: ® LOTE I.3A State and support an opinion or preference orally and in writing.	
thematic and cultural		w LOTE 1.3A State and support an opinion of preference orally and in writing.	
contexts as			
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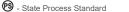
















2022-2023 Scope and Sequence

Languages Other Than English – Modern Languages – Level I (HS)

	00 D	The recommended number of class periods is less than the number of days in the grading cycle	
Cycle 3	28 Days Nov. 7 - Dec. 21, 2022	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 3	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) ne student will:	
defined in the TEKS for LOTE.	II S II	Discrete Lab 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: CC I.1 In own and other cultures, identify products and practices to help inderstand perspectives. CC I.2 Interact at a survival level in some familiar everyday contexts.	



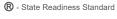














2022-2023 Scope and Sequence

Overla 4	33 Days		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 4	Jan. 9 - Feb. 24, 2	023	to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit 4	# Class Periods		Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) tudent will:
How Science and Technology Influence Our Life 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)	13 class periods (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 information of the information of the with special Response Re	ind: (1) Interpersonal Communication—Speaking and Writing student negotiates meaning through the spoken and written exchange of mation in rehearsed and unrehearsed situations in a variety of contexts. student uses a mixture of words and phrases and some simple sentences appropriate and applicable grammar structures and processes at the cified proficiency levels. Ident is expected to: OTE I.1A Ask and respond to questions about everyday life in spoken and en conversation. OTE I.1B Express and exchange personal opinions or preferences in ten and written conversation. OTE I.1C Ask and tell others what they need to, should, or must do in ten and written conversation. OTE I.1D Articulate requests, offer alternatives, or develop simple plans in ten and written conversation. OTE I.1E Participate in spoken conversation using culturally appropriate ressions, register, and gestures. OTE I.1F Participate in written conversation using culturally appropriate ressions, register, and gestures. OTE I.1F Participate in written conversation using culturally appropriate ressions, register, and style. Indic (2) Interpretive Communication—Reading and Listening student comprehends sentence-length information from culturally authentic translation and audiovisual materials as appropriate within highly extualized situations and sources. The student uses the interpretive mode communication with appropriate and applicable grammatical structures and resses at the specified proficiency levels. Ident is expected to: OTE I.2B Identify key words and details from fiction and nonfiction texts audio and audiovisual materials. OTE I.2D Identify cultural practices from authentic print, digital, audio, and ovisual materials. OTE I.2D Identify cultural practices from authentic print, digital, audio, and ovisual materials. OTE I.2D Identify cultural practices from authentic print, digital, audio, and ovisual materials. OTE I.2D Identify cultural practices from authentic print, digital, audio, and ovisual materials. OTE I.3A State and





















2022-2023 Scope and Sequence

Languages Other Than English - Modern Languages - Level I (HS)

_	33 Days	The recommended number of class periods is less than the number of days in the grading cycle	
Cycle 4	Jan. 9 - Feb. 24, 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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.		® 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

Feb. 27 - Apr. 14, 2023 Complete instructional planning interest are size between the size shall not be seen that the student will: Factors that Impact the Quality of Life Students will be able to: 1) Cales periods (45-min. each) learn to talk about daily life in basic terms. Students will be able to: 1) Châvez-Huerta Day Mar. 31 and compare them with those in the 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 such as poverty, health, and language parriers in the target language parriers in the target language countries: 20 engage harden the mount of the specified profice and south deal in the target language countries and compare them with their own culture; 5) address other level-appropriate memory them with their own culture; 6) address other level-appropriate memory and compare them with their own culture; 50 address other level-appropriate thematic and compare them with their own culture; 50 address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.			The recommended number of class periods is less than the number of days in the grading cycle	
Factors that Impact the Quality of Life 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) each other shout their health and factors that can affect it; 3) ask for help when ill and give benefic and its factors such as poverty, health, and language barriers in the target language countries and compare the mowith their own culture; 5) address other level-appropriate and compare them with their own culture; 5) address other level-appropriate in the target language countries and compare them with their own culture; 5) address other level-appropriate the fematic and cultural contexts as defined in the	Cycle 5	28 Days Feb. 27 - Apr. 14,	——————————————————————————————————————	
Impact the Quality of Life Mark 24 class periods (45-min. each) 24 class periods (45-min. each) 24 class periods (45-min. each) 25 class Life Quality of Life Mark 24 class periods (45-min. each) 24 class periods (45-min. each) 25 class Life Quality of Life Mark 24 class periods (45-min. each) 24 class periods (45-min. each) 25 class Life Quality of Life Mark 24 class periods (45-min. each) 24 class periods (45-min. each) 25 class Life Quality of Life Mark 24 class periods (45-min. each) 24 class periods	Unit 5	•	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)	
address other level-appropriate thematic and cultural contexts as defined in the 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. Student is expected to:	Unit 5 Factors that Impact the Quality of Life 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	Feb. 27 - Apr. 14, # Class Periods 12 class periods (90-min. each) or 24 class periods (45-min. each) Spring Break Mar. 13-17 Chávez-Huerta Day Mar. 31 Spring Holiday	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: 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: (a) LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. (b) LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. (c) LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. (c) LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. (d) LOTE I.1D Participate in spoken conversation using culturally appropriate expressions, register, and gestures. (a) LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and gestures. (a) 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: (a) LOTE I.2D Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. (b) LOTE I.2D Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. (c) LOTE I.2D Identify cultural practices from authentic print, di	
cultural contexts as defined in the Student is expected to:	culture; 5) address other level-appropriate		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 as defined in the		Student is expected to:	





















2022-2023 Scope and Sequence

		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 5	28 Days 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 5	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		® 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 parieds is less than the number of days in the grading such	
Cycle 6	31 Days Apr. 17 - May 31,	The recommended number of class periods is less than the number of days in the grading cy to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit 6	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Environmental, Political, and	12 class periods (90-min. each)	Strand: (1) Interpersonal Communication—Speaking and Writing The student negotiates meaning through the spoken and written exchange of	
Social	or	information in rehearsed and unrehearsed situations in a variety of contexts.	
Challenge	24 class periods	The student uses a mixture of words and phrases and some simple sentences	
	(45-min. each)	with appropriate and applicable grammar structures and processes at the	
Students will	,	specified proficiency levels.	
learn and discuss		openiou pronoiene, ievele.	
food and other	Spring Holiday	Student is expected to:	
factors that	April 21	B LOTE I.1A Ask and respond to questions about everyday life in spoken and	
influence the	,	written conversation.	
quality of life.	Memorial Day		
' '	May 29	LOTE I.1B Express and exchange personal opinions or preferences in	
Students will be		spoken and written conversation.	
able to: 1) use	Teacher	® LOTE I.1C Ask and tell others what they need to, should, or must do in	
basic target	Prep Day	spoken and written conversation.	
language to	(No students)	R LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in	
order, make, and	June 1	spoken and written conversation.	
describe foods;		LOTE I.1E Participate in spoken conversation using culturally appropriate	
2) compare the		expressions, register, and gestures.	
foods they eat		R LOTE I.1F Participate in written conversation using culturally appropriate	
with those in the		expressions, register, and style.	
target language			
cultures; 3) use		Strand: (2) Interpretive Communication—Reading and Listening	
simple		The student comprehends sentence-length information from culturally authentic	
expressions to		print, digital, audio, and audiovisual materials as appropriate within highly	
talk about		contextualized situations and sources. The student uses the interpretive mode	
purchasing food		in communication with appropriate and applicable grammatical structures and	
at a market and		processes at the specified proficiency levels.	
ordering in a			
restaurant; 4) talk		Student is expected to:	
about food in the context of health		R LOTE I.2A Demonstrate an understanding of culturally authentic print, digital,	
issues and the		audio, and audiovisual materials in everyday contexts.	
environment; 5)		R LOTE I.2B Identify key words and details from fiction and nonfiction texts	
compare the		and audio and audiovisual materials.	
quality of life and		R LOTE I.2C Infer meaning of unfamiliar words or phrases in highly	
its factors from		contextualized texts, audio, and audiovisual materials.	
their own culture		R LOTE I.2D Identify cultural practices from authentic print, digital, audio, and	
to the cultures of		audiovisual materials.	
the target			
language		Strand (3) Presentational Communication—Speaking and Writing	
countries; 6)		The student presents information orally and in writing using a mixture of words	
address other		and phrases and some simple sentences with appropriate and applicable	
level-appropriate		grammar structures and processes at the specified proficiency levels.	
thematic and			
cultural contexts		Student is expected to:	
as defined in the		R LOTE I.3A State and support an opinion or preference orally and in writing.	
TEKS for LOTE.			





















2022-2023 Scope and Sequence

0-1-0	31 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.	
Cycle 6		to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents	
Unit 6		Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		® 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.	















