

2022-2023 Scope and Sequence

0 1 1	29 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 1		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:
The Influence of Language and Culture on Identity Students will learn to greet others in a more complex way, and make conversation in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online). They will be able to communicate with the teacher and peers in a classroom or virtual context using the target language. They will learn to address people formally and informally beyond the classroom setting.	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	Important: Spanish speakers typically have a much higher Spanish-language proficiency in aural comprehension and oral communication than English native speakers who learn Spanish. Notably, Spanish Speakers represent a wide range of language abilities based on their background. Some are US born and educated, trained formally or informally in Spanish. Others are foreign born, having been educated in Spanish or having little or no formal education. Thus, there can be a large variety of proficiency levels among students. Also, one student may have a wide range of proficiency levels for the reading, writing, speaking, and listening skills The minimum end-of-course proficiency level of Spanish Speakers in this course is in average Intermediate-Low (LOTE II) to Intermediate Mid (LOTE III), as represented by the TEKS below. 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 short statements and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (B LOTE II.1(A) Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation. (B LOTE III.1(D) Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation. (B LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. (B LOTE III.1(F) Interact and react in spoken conversation using cu







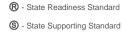














2022-2023 Scope and Sequence

Languages Other Than English - Spanish for Spanish Speakers I

_	29 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 1		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:
Unit 1	# Class Periods	Strand (2) Interpretive Communication: Reading and Listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within 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. The student is expected to: R LOTE II.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. R LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
		fiction and nonfiction texts and audio and audiovisual materials. (R) LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
		 R LOTE II.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. R LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.
		 R LOTE II.2(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials. R LOTE III.2(D) Compare and contrast 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 phrases and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels.
		The student is expected to: (R) LOTE II.3(A) Express and support an opinion or preference orally and in writing with supporting statements.] (R) LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.
		R LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. R LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.

















2022-2023 Scope and Sequence

		The Than English – Spanish for Spanish Speakers i
Cycle 1	29 Days Aug. 22-Sept. 30, 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 1	# Class Pariods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		R LOTE III.3(C) Inform others orally and in writing about a variety of topics
		using connected sentences with details and elaboration.
		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.



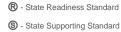














2022-2023 Scope and Sequence

0 1 0	23 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 2	Oct. 3 - Nov. 4, 202	to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit 2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Families in Different Societies Students will discuss and compare their family structure with families in the target language countries. Learners will be able to describe themselves and their family members including extended family members. They will be able to describe their physical, emotional, personality traits and professions in more details. They will be able to compare birthday customs, celebrations, and holidays of the target language culture with their own culture.	(90-min. each) or 20 class periods (45-min. each) Teacher Service Day (No students) Oct. 4 Fall Holiday Oct. 5	Important: Spanish speakers typically have a much higher Spanish-language proficiency in aural comprehension and oral communication than English native speakers who learn Spanish. Notably, Spanish Speakers represent a wide range of language abilities based on their background. Some are US born and educated, trained formally or informally in Spanish. Others are foreign born, having been educated in Spanish or having little or no formal education. Thus, there can be a large variety of proficiency levels among students. Also, one student may have a wide range of proficiency levels for the reading, writing, speaking, and listening skills The minimum end-of-course proficiency level of Spanish Speakers in this course is in average Intermediate-Low (LOTE II) to Intermediate Mid (LOTE III), as represented by the TEKS below. 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 short statements and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (B LOTE II.1(A) Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. (B LOTE II.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. (B LOTE II.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. (B LOTE II.1(D) Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation. (B LOTE III.1(D) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. (B LOTE III.1(F) Interact and react in spoken conversation using cultur







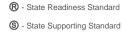














2022-2023 Scope and Sequence

	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, 202	to accommodate differentiated instruction, extended learning time, and assessment days.
Unit 2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) he student will:
	# Class Periods T	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
		R LOTE III.2(D) Compare and contrast 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 phrases and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: R LOTE II.3(A) Express and support an opinion or preference orally and in writing with supporting statements.] R LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. R LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. R LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.



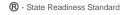














2022-2023 Scope and Sequence

Languages Other Than English - Spanish for Spanish Speakers I

The recommended number of class periods is less than the number of days in the grading of to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum docume. # Class Periods Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: B LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration. Intercultural Communication (ICC): Investigate and Interact Student is expected to: ICC 1.1 In own and other cultures, identify products and practices to help understand perspectives. ICC 1.2 Interact at a survival level in some familiar everyday contexts.
The student will: (R) LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration. 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.
using connected sentences with details and elaboration. 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.

















2022-2023 Scope and Sequence

0	28 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 3	Nov. 7 - Dec. 21,	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) The student will:
Influences of Beauty and Art Students will learn to communicate in the target language when going shopping. They will be equipped with the skills to purchase and discuss clothing, ask for sizes, styles, colors, and understand prices. Students will be able to discuss fashion in different target language countries. Also, they will be exposed to relevant art forms such as movies, paintings, music, books, and fashion in the target language.	11 class periods (90-min. each) or 23 class periods (45-min. each Thanksgiving Break Nov. 21-22 Winter Break (students) Dec. 22 - Jan. 6 Winter Break (teachers) Dec. 22 - Jan. 4	Important: Spanish speakers typically have a much higher Spanish-language proficiency in aural comprehension and oral communication than English native speakers who learn Spanish. Notably, Spanish Speakers represent a wide range of language abilities based on their background. Some are US born and educated, trained formally or informally in Spanish. Others are foreign born, having been educated in Spanish or having little or no formal education. Thus, there can be a large variety of proficiency levels among students. Also, one student may have a wide range of proficiency levels for the reading, writing, speaking, and listening skills The minimum end-of-course proficiency level of Spanish Speakers in this course is in average Intermediate-Low (LOTE II) to Intermediate Mid (LOTE III), as represented by the TEKS below. 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 short statements and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (B LOTE II.1(A) Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions or preferences and recommendations with supporting statements in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. (B LOTE III.1(F) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. (B LOTE III.1(F) Interact and react in spoken conversation u





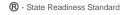














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	28 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.
Cycle 3	·	to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
Unit 3	# Class Periods Th	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) e student will:
	c a a a p	strand (2) Interpretive Communication: Reading and Listening. The student omprehends simple connected statements from culturally authentic print, digital, udio, and audiovisual materials as appropriate within contextualized situations nd sources. The student uses the interpretive mode in communication with ppropriate and applicable grammatical structures and processes at the specified roficiency levels.
	(F) d	he student is expected to: LOTE II.2(A) Demonstrate an understanding of culturally authentic print, igital, audio, and audiovisual materials in everyday contexts. LOTE III.2(A) Demonstrate an understanding of culturally authentic print, igital, audio, and audiovisual materials in a variety of contexts.
	a (f	LOTE II.2(B) Identify the main idea, theme, and supporting details from fiction nd nonfiction texts and audio and audiovisual materials. LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from ction and nonfiction texts and audio and audiovisual materials.
	Ci (F	LOTE II.2(C) Infer meaning of unfamiliar words or phrases in highly ontextualized texts, audio, and audiovisual materials. LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized exts, audio, and audiovisual materials.
	a (5	LOTE II.2(D) Identify cultural practices from authentic print, digital, audio, and udiovisual materials. LOTE III.2(D) Compare and contrast cultural practices from authentic print, igital, audio, and audiovisual materials.
	S	strand (3) Presentational Communication: Speaking and Writing. The tudent presents information orally and in writing using a mixture of phrases and entences (LOTE II), and strings of sentences (LOTE III) with appropriate and pplicable grammar structures and processes at the specified proficiency levels.
	(Fig. 1)	The student is expected to: LOTE II.3(A) Express and support an opinion or preference orally and in viriting with supporting statements.] LOTE III.3(A) Express and defend an opinion or preference orally and in viriting with supporting statements and with recommendations.
	u: e (f	LOTE II.3(B) Describe people, objects, and situations orally and in writing sing a series of sequenced sentences with essential details and simple laboration. LOTE III.3(B) Narrate situations and events orally and in writing using onnected sentences with details and elaboration.
	C	LOTE III.3(C) Inform others orally and in writing about a variety of topics using onnected sentences with details and elaboration.
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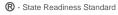














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_	28 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 3	Nov. 7 - Dec. 21,	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated 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) The student will:
		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.
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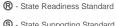














2022-2023 Scope and Sequence

	33 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 4	Jan. 9 - Feb. 24,	
Unit 4	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
How Science and Technology Influence Our Life Students will connect technology to their daily activities and discuss the impact of social media and networks on daily life. They can use technology in formal and informal settings. They will discuss the impact of technological innovations and the future of technology with simple elaboration. Students will compare the use of technology and social media in the target language countries and the United States.	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	Important: Spanish speakers typically have a much higher Spanish-language proficiency in aural comprehension and oral communication than English native speakers who learn Spanish. Notably, Spanish Speakers represent a wide range of language abilities based on their background. Some are US born and educated, trained formally or informally in Spanish. Others are foreign born, having been educated in Spanish or having little or no formal education. Thus, there can be a large variety of proficiency levels among students. Also, one student may have a wide range of proficiency levels for the reading, writing, speaking, and listening skills The minimum end-of-course proficiency level of Spanish Speakers in this course is in average Intermediate-Low (LOTE II) to Intermediate Mid (LOTE III), as represented by the TEKS below. 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 short statements and sentences (LOTE III), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: (B LOTE III.1(A) Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. (B LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. (B LOTE III.1(D) Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation. (B LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. (B LOTE III.1(E) Interact and react in spoken convers



















2022-2023 Scope and Sequence

Unit 4	33 Days Jan. 9 - Feb. 24, 2 # Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
Unit 4	# Class Periods	
		The student will:
		 ⊕ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. Strand (2) Interpretive Communication: Reading and Listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within 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. The student is expected to: ⊕ LOTE II.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. ⊕ LOTE II.2(B) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. ⊕ LOTE II.2(B) Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. ⊕ LOTE II.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. ⊕ LOTE II.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. ⊕ LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials. ⊕ LOTE III.2(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials. ⊕ LOTE III.2(D) Compare and contrast 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 phrases and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency
		R LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.

















2022-2023 Scope and Sequence

		The manufacture of the maintaint of Spanish Speakers 1
Cycle 4	33 Days 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 4	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 4	# Class Periods	





















2022-2023 Scope and Sequence

Ossala E	28 Days		The recommended number of class periods is less than the number of days in the grading cycle
Cycle 5	Feb. 27 - Apr. 14,		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		Essential Knowledge and Skills/Student Expectations (TEKS/SEs) udent will:
Factors that Impact the Quality of Life Students will learn and discuss the factors that affect the quality of life, such as housing, eating habits, health, poverty and travel. They will learn to describe and compare their homes to the ones in the target language countries, talk about health and how to ask for help when ill, and discuss food in the U.S. and the target language countries. They will be able to ask and give directions in the target language.	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 Apr. 7	ronfice speak ranger education having there stude speak the speak the stude information of the s	rtant: Spanish speakers typically have a much higher Spanish-language itency in aural comprehension and oral communication than English native kers who learn Spanish. Notably, Spanish Speakers represent a wide of language abilities based on their background. Some are US born and ated, trained formally or informally in Spanish. Others are foreign born, go been educated in Spanish or having little or no formal education. Thus, can be a large variety of proficiency levels among students. Also, one int may have a wide range of proficiency levels for the reading, writing, king, and listening skills minimum end-of-course proficiency level of Spanish Speakers in this se is in average Intermediate-Low (LOTE II) to Intermediate Mid E III), as represented by the TEKS below. Ind (1) Interpersonal Communication: Speaking and Writing. The interpersonal Communication: Speaking and Writing. The interpersonal Communication: Speaking and Writing. The interpersonal communication: Speaking and written exchange of mation in rehearsed and unrehearsed situations in a variety of contexts. Student uses a mixture of short statements and sentences (LOTE II), and is of sentences (LOTE III) with appropriate and applicable grammar stures and processes at the specified proficiency levels. Student is expected to: DITE II.1(A) Ask and respond to questions about everyday life with simple virtures and processes at the specified proficiency levels. Student is expected to: DITE II.1(B) Express and exchange personal opinions or preferences with example elaboration in spoken and written conversation. DITE III.1(B) Express and exchange personal opinions or preferences with example statements in spoken and written conversation. DITE III.1(B) Express and exchange personal opinions, preferences and mendations with supporting statements in spoken and written conversation. DITE III.1(B) Express and exchange personal opinions, preferences and personal opinions, preferences and mendations with supporting statements in spoken and written conversati





















2022-2023 Scope and Sequence

Languages Other Than English - Spanish for Spanish Speakers I

	28 Days	The recommended number of class periods is less than the number of days in the grading cycle
Cycle 5	Feb. 27 - Apr. 14,	to accommodate differentiated instruction, extended learning time, and assessment days.
Unit 5	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		Strand (2) Interpretive Communication: Reading and Listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within 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.
		The student is expected to: (R) LOTE II.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. (R) LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
		R LOTE II.2(B) Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. R LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
		R LOTE II.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. R LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.
		 R LOTE II.2(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials. R LOTE III.2(D) Compare and contrast 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 phrases and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels.
		The student is expected to: (R) LOTE II.3(A) Express and support an opinion or preference orally and in writing with supporting statements.] (R) LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.
		 R LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. R LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.

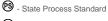
















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Languages Other Than English - Spanish for Spanish Speakers I

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Cycle 5	28 Days Feb. 27 - Apr. 14,	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 documer	
Unit 5	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		® LOTE III.3(C) Inform others orally and in writing about a variety of topics	
		using connected sentences with details and elaboration.	
		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

Unit 6 # Lessons Environmental, Political, and Social Challenge		31 Days		The recommended number of class periods is less than the number of days in the grading cycle
Environmental, Political, and Social Challenge 24 class periods (45-min. each) Students will learn to discuss and compare the factors that constitute environmental, political and social challenges such as various means of transportation, global warming, recycling and waste between the U.S. and the target language country. The student will: The student will: Important: Spanish speakers typically have a much higher Spanish-language proficiency in aural comprehension and oral communication than English native speakers who learn Spanish. Notably, Spanish Speakers represent a wide range of language abilities based on their backgrounds. Some are US born and educated, trained formally or informally in Spanish. Others are foreign born, having been educated in Spanish or having little or no formal education. Thus, there can be a large variety of proficiency levels among students. Also, one student may have a wide range of proficiency levels for the reading, writing, speaking, and listening skills course is in average Intermediate-Low (LOTE II) to Intermediate Mid (LOTE III), as represented by the TEKS below. Strand (1) Interpersonal Communication: Speaking and Writing. The student uses a mixture of short statements and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to: © LOTE II.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. © LOTE II.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. © LOTE II.1(B) Articulate requests, offer alternatives, and develop plans with supporting statements in spoken and written conversation. © LOTE II.1(B) Interpart and react in spoken on conversation using culturally appropriate expressions, register, and gestures.	Cycle 6	_	2023	to accommodate differentiated instruction, extended learning time, and assessment days.
Political, and Social Social Social Challenge Challenge Students will learn to discuss and compare the factors that constitute Environmental, political and social challenges such as various means of transportation, global warming, recycling and waste between the U.S. and the target language country. Memorial Day Kardense between the U.S. and the target language country. Prop Day (LOTE III.1(A) Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation. © LOTE II.1(B) Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation. © LOTE II.1(B) Articulate requests, offer alternatives, and develop plans with supporting statements in spoken and written conversation. © LOTE II.1(C) Articulate requests, offer alternatives, and develop plans with supporting statements in spoken and written conversation using culturally appropriate expressions, register, and gestures.	Unit 6	# Lessons		
appropriate expressions, register, and gestures. (R) LOTE II.1(F) Interact and react in writing using culturally appropriate expressions, register, and style.	Political, and Social Challenge Students will learn to discuss and compare the factors that constitute environmental, political and social challenges such as various means of transportation, global warming, recycling and waste between the U.S. and the target language	(90-min. each) or 24 class periods (45-min. each) Spring Holiday April 21 Memorial Day May 29 Teacher Prep Day (No students)	Imporprofit spead range eduction having there studies spead to the studies of the studies of the strain structure. The structure of the struct	critant: Spanish speakers typically have a much higher Spanish-language ciency in aural comprehension and oral communication than English native lakers who learn Spanish. Notably, Spanish Speakers represent a wide e of language abilities based on their background. Some are US born and cated, trained formally or informally in Spanish. Others are foreign born, and been educated in Spanish or having little or no formal education. Thus, e can be a large variety of proficiency levels among students. Also, one ent may have a wide range of proficiency levels for the reading, writing, liking, and listening skills minimum end-of-course proficiency level of Spanish Speakers in this rese is in average Intermediate-Low (LOTE II) to Intermediate Mid IE III), as represented by the TEKS below. Ind (1) Interpersonal Communication: Speaking and Writing. The ent 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 short statements and sentences (LOTE II), and go of sentences (LOTE III) with appropriate and applicable grammar cures and processes at the specified proficiency levels. Student is expected to: OTE II.1(A) Ask and respond to questions about everyday life with simple oration in spoken and written conversation. OTE III.1(B) Express and exchange personal opinions or preferences with ele supporting statements in spoken and written conversation. OTE II.1(B) Express and exchange personal opinions, preferences and mmendations with supporting statements in spoken and written conversation. OTE II.1(B) Articulate requests, offer alternatives, and develop plans with les supporting statements in spoken and written conversation. OTE II.1(C) Articulate requests, offer suggestions, and develop plans with les supporting statements in spoken and written conversation. OTE II.1(C) Interact and react in spoken conversation using culturally opriate expressions, register, and gestures. OTE II.1(E) Interact and react in spoke
	GLOBAL GRADU		® L	OTE III.1(F) Interact and react in writing using culturally appropriate





















2022-2023 Scope and Sequence

Languages Other Than English - Spanish for Spanish Speakers I

^	31 Days	The recommended number of class periods is less than the number of days in the grading cycle
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	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		Strand (2) Interpretive Communication: Reading and Listening. The student comprehends simple connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within 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. The student is expected to:
		 R LOTE II.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. R LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.
		 R LOTE II.2(B) Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials. R LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.
		 R LOTE II.2(C) Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. R LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.
		 R LOTE II.2(D) Identify cultural practices from authentic print, digital, audio, and audiovisual materials. R LOTE III.2(D) Compare and contrast 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 phrases and sentences (LOTE II), and strings of sentences (LOTE III) with appropriate and applicable grammar structures and processes at the specified proficiency levels.
		The student is expected to: (R) LOTE II.3(A) Express and support an opinion or preference orally and in writing with supporting statements.] (R) LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.
		R LOTE II.3(B) Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration. R LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.

















2022-2023 Scope and Sequence

Languages Other Than English - Spanish for Spanish Speakers I

	04.5	The recommended number of class periods in loss than the number of days in the grading such	
Cycle 6	31 Days Apr. 17 - May 31, 20	The recommended number of class periods is less than the number of days in the grading to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum docu	
Unit 6		exas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) he student will:	
	() () () () () () () () () ()	® LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration. 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.	















