

Cycle 1	27 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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit 1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>The Influence of Language and Culture on Identity</p> <p>Students will greet others using some elaboration, and will make more detailed 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 with some elaboration. They will ensure to address people formally and informally beyond the classroom setting.</p>	<p>23 class periods (45-min. each) or 11 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <p>Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</p> <p>Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</p> <p>Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</p> <p>Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</p> <p>Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style.</p> <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <p>Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</p> <p>Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</p> <p>Ⓡ LOTE III.2(C) Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</p> <p>Ⓡ LOTE III.2(D) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</p> <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <p>Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</p> <p>Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration.</p> <p>Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p>

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	<i>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.</i>
Unit 2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Families in Different Societies</p> <p>Students will discuss and compare their family structure and extended family with families in the target language countries. Learners will be able to describe themselves and their family members using some elaboration. They will be able to describe a variety of physical, emotional, personality traits and professions in details. They will be able to compare birthday customs, celebrations, and holidays of the target language culture with their own culture.</p>	<p>24 class periods (45-min. each) or 12 class periods (90-min. each)</p> <p>Teacher Service Day (no students) Oct. 4</p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and 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) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration. Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

<p>Cycle 3</p>	<p>30 Days Nov. 15, 2021 - Jan. 14, 2022</p>	<p><i>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.</i></p>
<p>Unit 3</p>	<p># Class Periods</p>	<p>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</p>
<p>Influences of Beauty and Art</p> <p>Students will practice communicating in the target language when going shopping for food, clothes and other items. They will negotiate purchasing and discussing clothing availability, ask for sizes, styles, colors, and prices. Students will be able to discuss fashion in different target language countries. Also, they will discuss in simple terms relevant art forms such as movies, paintings, music, books, and fashion in the target language.</p>	<p>24 class periods (45-min. each) or 12 class periods (90-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and 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) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration. Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

Cycle 4	27 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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit 4	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>How Science and Technology Influence Our Life</p> <p>Students will discuss the influence of technology in their daily activities, and discuss the impact of social media and networks on their life. Students will learn to negotiate in the target language the use of 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.</p>	<p>23 class periods (45-min. each) or 11 class periods (90-min. each)</p> <p><i>Teacher Service Day / Presidents' Day (no students) Feb. 21</i></p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and 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) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration. Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

Cycle 5	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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit 5	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Factors that Impact the Quality of Life</p> <p>Students will discuss with some elaboration 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. They will discuss with some elaboration eating habits in the U.S. and the target language countries. They will be able to ask and give directions with details in the target language.</p>	<p>25 class periods (45-min. each) or 12 class periods (90-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and 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) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration. Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.

Cycle 6	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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit 6	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Environmental, Political, and Social Challenge</p> <p>Students will compare 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. They will use some elaboration regarding language and content.</p>	<p>24 class periods (45-min. each) or 12 class periods (90-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>Strand (1) Interpersonal Communication: Speaking and Writing. <i>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, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.1(A) Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation. Ⓡ LOTE III.1(B) Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(D) Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation. Ⓡ LOTE III.1(E) Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures. Ⓡ LOTE III.1(F) Interact and react in writing using culturally appropriate expressions, register, and style. <p>Strand (2) Interpretive Communication: Reading and Listening. <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.2(A) Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts. Ⓡ LOTE III.2(B) Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and 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) Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials. <p>Strand (3) Presentational Communication: Speaking and Writing. <i>The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> Ⓡ LOTE III.3(A) Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations. Ⓡ LOTE III.3(B) Narrate situations and events orally and in writing using connected sentences with details and elaboration. Ⓡ LOTE III.3(C) Inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.