

| Cycle 1 | 27 Days Aug. 23 - Oct. 1, 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> |
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| Unit 1.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>The Influence of Language and Culture on Identity (Cycles 1 and 2)</p> <p>Students will learn to greet others in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online).</p> <p>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/incomplete 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 cultural aspects such as immediate family members.</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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

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| Unit 1.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |

| Cycle 2 | 29 Days | The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents. |
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| | Oct. 5 - Nov. 12, 2021 | |
| Unit 1.2 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>The Influence of Language and Culture on Identity (Cycles 1 and 2)</p> <p>Students will learn to greet others in culturally appropriate ways based on context and mode of communication (in person, by phone, text or online).</p> <p>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/incomplete 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 cultural aspects such as immediate family members.</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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

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| Unit 1.2 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |

| Cycle 3 | 30 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. |
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| | Nov. 15, 2021 - Jan. 14, 2022 | |
| Unit 2.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Families in Different Societies (Cycles 3 and 4)</p> <p>Students will learn how to discuss and compare their families with those in the target language cultures.</p> <p>Students will be able to: 1) describe themselves and their family members (physical and character traits); 2) list basic jobs in the target language countries; 3) express the jobs they would like to have; 4) discuss birthdays and describe birthday celebrations; 5) compare birthday celebrations between their own culture and the ones of the target language cultures; 6) learn about holidays and important dates in the target language culture(s); 7) address other related thematic and cultural contexts at an</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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

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| Cycle 3 | 30 Days | <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> |
| | Nov. 15, 2021 - Jan. 14, 2022 | |
| Unit 2.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| appropriate level as defined in the TEKS for LOTE. | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |

| 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. |
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| | Jan. 19 - Feb. 25, 2022 | |
| Unit 2.2 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Families in Different Societies (Cycles 3 and 4)</p> <p>Students will learn how to discuss and compare their families with those in the target language cultures.</p> <p>Students will be able to: 1) describe themselves and their family members (physical and character traits); 2) list basic jobs in the target language countries; 3) express the jobs they would like to have; 4) discuss birthdays and describe birthday celebrations; 5) compare birthday celebrations between their own culture and the ones of the target language cultures; 6) learn about holidays and important dates in the target language culture(s); 7) address other related thematic and cultural contexts at an appropriate level as defined in the TEKS for LOTE.</p> | <p>23 class periods (45-min. each) or 11 class periods (90-min. each)</p> <p>Teacher Service Day / Presidents' Day (no students) Feb. 21</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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

| 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. |
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| | Jan. 19 - Feb. 25, 2022 | |
| Unit 2.2 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |

| 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. |
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| | Feb. 28 - Apr. 22, 2022 | |
| Unit 3.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Influences of Beauty and Art (Cycles 5 and 6)</p> <p>Students will learn to talk about shopping, fashion and arts in basic terms.</p> <p>Students will be able to: 1) use level-appropriate communication to purchase and discuss clothing, as well as ask for sizes, styles, colors, and observing and understanding prices; 2) discuss fashion in different target language countries at a basic level; 3) experience relevant arts (movies, paintings, music, books, fashion) in the target language; 4) express what they like and don't like in arts and why; 5) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.</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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

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| Cycle 5 | 33 Days | <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> |
| | Feb. 28 - Apr. 22, 2022 | |
| Unit 3.1 | # Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |

| 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. |
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| | Apr. 25 - June 7, 2022 | |
| Unit 3.2 | # Lessons | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Influences of Beauty and Art (Cycles 5 and 6)</p> <p>Students will learn to talk about shopping, fashion and arts in basic terms.</p> <p>Students will be able to: 1) use level-appropriate communication to purchase and discuss clothing, as well as ask for sizes, styles, colors, and observing and understanding prices; 2) discuss fashion in different target language countries at a basic level; 3) experience relevant arts (movies, paintings, music, books, fashion) in the target language; 4) express what they like and don't like in arts and why; 5) address other level-appropriate thematic and cultural contexts as defined in the TEKS for LOTE.</p> | <p>24 class periods (45-min. each) or 12 class periods (90-min. each)</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>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 words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels.</i></p> <p>Student is expected to: LOTE I.1A Ask and respond to questions about everyday life in spoken and written conversation. LOTE I.1B Express and exchange personal opinions or preferences in spoken and written conversation. LOTE I.1C Ask and tell others what they need to, should, or must do in spoken and written conversation. LOTE I.1D Articulate requests, offer alternatives, or develop simple plans in spoken and written conversation. LOTE I.1E Participate in spoken conversation using culturally appropriate expressions, register, and gestures. LOTE I.1F Participate in written conversation using culturally appropriate expressions, register, and style.</p> <p>Strand: (2) Interpretive Communication—Reading and Listening <i>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.</i></p> <p>Student is expected to: LOTE I.2A Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts. LOTE I.2B Identify key words and details from fiction and nonfiction texts and audio and audiovisual materials. LOTE I.2C Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials. LOTE I.2D Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> |

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| Unit 3.2 | # Lessons | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>Strand (3) Presentational Communication—Speaking and Writing <i>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.</i></p> <p>Student is expected to: LOTE I.3A State and support an opinion or preference orally and in writing. LOTE I.3B Describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.</p> <p>Intercultural Communication (ICC): Investigate and Interact</p> <p>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.</p> |