

Cycle 1	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 22-Sept. 30, 2022	
Unit 1	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>The Influence of Language and Culture on Identity</b></p> <p>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.</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Teachers Report to Campuses</i> Aug. 8</p> <p><i>Teacher Service Days</i> Aug. 8-12, Aug. 16-19</p> <p><i>Teacher Prep Day</i> (No students) Aug. 15</p> <p><i>Labor Day</i> Sept. 5</p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> <li>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

Cycle 1	29 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>
Unit 1	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b>  <b>The student will:</b></p> <p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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"> <li>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</li> <li>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</li> <li>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</li> </ul> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</li> <li>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</li> <li>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</li> <li>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</li> </ul>

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Unit 1	# Class Periods	
		<p>Ⓡ <b>LOTE III.3(C) Inform</b> others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p> <p><b>Intercultural Communication (ICC): Investigate and Interact</b></p> <p><b>Student is expected to:</b>            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	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. Complete instructional planning information and support are in the HISD Curriculum documents.
	Oct. 3 - Nov. 4, 2022	
Unit 2	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Families in Different Societies</b></p> <p>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.</p>	<p>9 class periods (90-min. each) or 20 class periods (45-min. each)</p> <p><i>Teacher Service Day (No students) Oct. 4</i></p> <p><i>Fall Holiday Oct. 5</i></p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> <li>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

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Unit 2	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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"> <li>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</li> <li>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</li> <li>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</li> </ul> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</li> <li>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</li> <li>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</li> <li>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</li> </ul>

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		<p>® <b>LOTE III.3(C) Inform</b> others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p> <p><b>Intercultural Communication (ICC): Investigate and Interact</b></p> <p><b>Student is expected to:</b>            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	28 Days Nov. 7 - Dec. 21, 2022	<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 3	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Influences of Beauty and Art</b></p> <p>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.</p>	<p>11 class periods (90-min. each) or 23 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 21-22</p> <p><i>Winter Break (students)</i> Dec. 22 - Jan. 6</p> <p><i>Winter Break (teachers)</i> Dec. 22 - Jan. 4</p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> <li>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

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Unit 3	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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"> <li>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</li> <li>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</li> <li>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</li> </ul> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</li> <li>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</li> <li>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</li> <li>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</li> <li>Ⓡ <b>LOTE III.3(C) Inform</b> others orally and in writing about a variety of topics using connected sentences with details and elaboration.</li> </ul>

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Unit 3	# Class Periods	
		<p><b>Intercultural Communication (ICC): Investigate and Interact</b></p> <p><b>Student is expected to:</b>                      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	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.
	Jan. 9 - Feb. 24, 2023	
Unit 4	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>How Science and Technology Influence Our Life</b></p> <p>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.</p>	<p>13 class periods (90-min. each) or 26 class periods (45-min. each)</p> <p><i>Winter Break (students)</i> Dec. 22 - Jan. 6</p> <p><i>Winter Break (teachers)</i> Dec. 22 - Jan. 4</p> <p><i>MLK Jr. Day</i> Jan. 16</p> <p><i>Teacher Prep Day (No students)</i> Jan. 5</p> <p><i>Teacher Service Day (No students)</i> Jan. 6</p> <p><i>Teacher Service Day (No students)</i> Feb. 20</p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

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	Jan. 9 - Feb. 24, 2023	
Unit 4	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</p> <p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</p> <p>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</p> <p>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</p> <p>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</p> <p>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</p> <p>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</p> <p>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</p> <p>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</p> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <p>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</p> <p>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</p> <p>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</p>

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	Jan. 9 - Feb. 24, 2023	
<b>Unit 4</b>	<b># Class Periods</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<p>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</p> <p>Ⓡ <b>LOTE III.3(C) Inform</b> others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p> <p><b>Intercultural Communication (ICC): Investigate and Interact</b></p> <p><b>Student is expected to:</b>            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	28 Days Feb. 27 - Apr. 14, 2023	<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 5	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Factors that Impact the Quality of Life</b></p> <p>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.</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Spring Break Mar. 13-17</i></p> <p><i>Chávez-Huerta Day Mar. 31</i></p> <p><i>Spring Holiday Apr. 7</i></p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> <li>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

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Unit 5	# Class Periods	
		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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"> <li>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</li> <li>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</li> <li>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</li> </ul> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</li> <li>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</li> <li>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</li> <li>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</li> </ul>

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Unit 5	# Class Periods	
		<p>Ⓡ <b>LOTE III.3(C) Inform</b> others orally and in writing about a variety of topics using connected sentences with details and elaboration.</p> <p><b>Intercultural Communication (ICC): Investigate and Interact</b></p> <p><b>Student is expected to:</b>            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 Apr. 17 - May 31, 2023	<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 6	# Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Environmental, Political, and Social Challenge</b></p> <p>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.</p>	<p>12 class periods (90-min. each) or 24 class periods (45-min. each)</p> <p><i>Spring Holiday April 21</i></p> <p><i>Memorial Day May 29</i></p> <p><i>Teacher Prep Day (No students) June 1</i></p>	<p><b>Important:</b> Spanish speakers typically have a much higher Spanish-language proficiency in <i>aural comprehension and oral communication</i> than English native speakers who learn Spanish. Notably, <i>Spanish Speakers represent a wide range of language abilities</i> 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</p> <p><b>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.</b></p> <p><b>Strand (1) Interpersonal Communication: Speaking and Writing.</b> <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 and sentences (LOTE II), and strings of sentences (LOTE III) 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"> <li>Ⓡ <b>LOTE II.1(A)</b> Ask and respond to questions about everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(A)</b> Ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(B)</b> Express and exchange personal opinions or preferences with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(B)</b> Express and exchange personal opinions, preferences and recommendations with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(D)</b> Articulate requests, offer alternatives, and develop plans with simple supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE III.1(D)</b> Articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation.</li> <li>Ⓡ <b>LOTE II.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE III.1(E)</b> Interact and react in spoken conversation using culturally appropriate expressions, register, and gestures.</li> <li>Ⓡ <b>LOTE II.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> <li>Ⓡ <b>LOTE III.1(F)</b> Interact and react in writing using culturally appropriate expressions, register, and style.</li> </ul>

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		<p><b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> The student will:</p> <p><b>Strand (2) Interpretive Communication: Reading and Listening.</b> <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"> <li>Ⓡ <b>LOTE II.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts.</li> <li>Ⓡ <b>LOTE III.2(A)</b> Demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts.</li> <li>Ⓡ <b>LOTE II.2(B)</b> Identify the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(B)</b> Paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(C)</b> Infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(C)</b> Infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE II.2(D)</b> Identify cultural practices from authentic print, digital, audio, and audiovisual materials.</li> <li>Ⓡ <b>LOTE III.2(D)</b> Compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</li> </ul> <p><b>Strand (3) Presentational Communication: Speaking and Writing.</b> <i>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.</i></p> <p>The student is expected to:</p> <ul style="list-style-type: none"> <li>Ⓡ <b>LOTE II.3(A)</b> Express and support an opinion or preference orally and in writing with supporting statements.]</li> <li>Ⓡ <b>LOTE III.3(A)</b> Express and defend an opinion or preference orally and in writing with supporting statements and with recommendations.</li> <li>Ⓡ <b>LOTE II.3(B)</b> Describe people, objects, and situations orally and in writing using a series of sequenced sentences with essential details and simple elaboration.</li> <li>Ⓡ <b>LOTE III.3(B)</b> Narrate situations and events orally and in writing using connected sentences with details and elaboration.</li> </ul>

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