

By the end of the year, students are expected to perform at the novice low (NL) to novice high (NH) level of proficiency according to the Texas Essential Knowledge and Skills and the ACTFL proficiency guidelines.

Student Habits and Enduring Skills:

- Set personal goals and monitor progress toward proficiency with a goal of functional use of the target language
- Stay in target language 90% of class time
- Utilize skills of circumlocution
- Make sense of new language by using context clues, visual cues and other inferencing skills, as well as print and digital resources
- Build confidence by taking risks in order to communicate in a supportive and collaborative immersion environment
- Apply acquired language skills by engaging in opportunities to communicate in the target language outside of the class
- Participate in and appreciate the differences of cultural practices and perspectives around the world

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Theme & Essential Questions	<i>Personal and Public Identities/ Families and Communities/</i>		<i>Families and Communities/ Contemporary Life</i>	
	<ul style="list-style-type: none"> - Asking the date - Stating the date - Asking the day of the week - Asking whose birthday it is - Asking about birthdays - Asking the year someone was born - Asking what someone is doing - Asking the time - Asking what time someone does something - Use of “le” 	<ul style="list-style-type: none"> - Stating relative locations - Asking the location of something - Asking the location of someone - Asking what someone is doing somewhere - Use of “ne” in a question - Asking what someone is wearing - Describing how clothes fit - Use of “qilai” after a verb - Stating a discount - Use of “de” as a descriptive word - Asking about someone’s purchase - Asking what to wear - 	<ul style="list-style-type: none"> - Asking the price - Asking how things are sold - Expressing the degree of an opinion - Asking if someone is home - Asking when someone is coming back - Asking who is speaking on the telephone - Asking if someone has come back - Asking someone’s telephone number - Asking someone who he/she is looking for - Asking if someone is available - Seeking agreement 	<ul style="list-style-type: none"> - Ordering food - Offering a choice - Expressing usually or often - Explaining cause - Inquiring about the weather - Use of “you” - Asking about the season - Use of “si le” - Use of “jiu” - Use of “hui” to indicate the future
Interpersonal Communication	<p>NL: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.</p> <p>NM: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>NL: I can communicate on very familiar topics using some phrases that I have practiced and memorized.</p> <p>NM: I can communicate on very familiar topics using a variety of phrases that I have practiced and memorized.</p>	<p>NL: I can communicate on very familiar topics using some phrases that I have practiced and memorized.</p> <p>NM: I can communicate on very familiar topics using a variety of phrases that I have practiced and memorized.</p>	<p>NM: I can communicate on very familiar topics using a variety of phrases that I have practiced and memorized.</p> <p>NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>NL Listening: I can understand a few Pinyin when I hear them spoken.</p> <p>NM Listening: I can understand some Pinyin when I hear them spoken.</p> <p>NL Reading: I can recognize a few characters. I can identify a few memorized characters and phrases when I read.</p> <p>NM Reading: I can recognize some characters. I can understand some learned or memorized characters and phrases when I read.</p>	<p>NL Listening: I can understand a few characters and phrases when I hear them spoken.</p> <p>NM Listening: I can understand some familiar words and phrases when I hear them spoken.</p> <p>NL Reading: I can recognize a few characters and phrases. I can understand a few learned or memorized characters and phrases when I read.</p> <p>NM Reading: I can recognize characters and phrases. I can understand some learned or memorized characters and phrases when I read.</p>	<p>NL Listening: I can understand a few characters and phrases when I hear them spoken.</p> <p>NM Listening: I can understand some familiar words and phrases when I hear them spoken.</p> <p>NL Reading: I can recognize a few characters and phrases. I can understand a few learned or memorized characters and phrases when I read.</p> <p>NM Reading: I can recognize some characters. I can understand some learned or memorized characters and phrases when I read.</p>	<p>NM Listening: I can understand some familiar words and phrases when I hear them spoken.</p> <p>NH Listening: I can understand phrases and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> <p>NM Reading: I can recognize a few characters and phrases. I can understand a few learned or memorized characters and phrases when I read.</p> <p>NH Reading: I can understand familiar phrases and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</p>	<p>NL: I can present information about myself and some other very familiar topics using single phrases.</p> <p>NM: I can present information about myself and some other very familiar topics using a variety of phrases.</p> <p>NL (writing): I can copy some characters and phrases.</p> <p>NM: (writing) I can write memorized characters and phrases.</p>	<p>NL: I can present information about age, numbers, and some other very familiar topics using single phrases.</p> <p>NM: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>NL: (writing) I can copy some characters and phrases.</p> <p>NM: (writing) I can write memorized phrases on familiar topics.</p>	<p>NL: I can present information about family, pets, and occupation using single phrases.</p> <p>NM: I can present information about family, pets, and occupation using a variety of phrases and memorized expressions.</p> <p>NL: (writing) I can copy some characters and phrases.</p> <p>NM: (writing) I can memorized phrases on familiar topics.</p>	<p>NM: I can present information about nationality, language ability, sports, food, and some other very familiar topics using a variety of phrases and memorized expressions.</p> <p>NH: I can present information about nationality, language ability, sports, food, and some other very familiar topics using a variety of phrases and simple sentences.</p> <p>NM: (writing) I can write lists and memorized phrases on familiar topics.</p> <p>NH: (Writing) I can write short messages and notes on familiar topics related to everyday life.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance Towards Proficiency</p>	<ul style="list-style-type: none"> - Required district integrated performance assessments (IPA) - Student self-assessments through Can-Do statement checklists - Teacher assessments towards proficiency 	<ul style="list-style-type: none"> - Required district integrated performance assessments (IPA) - Student self-assessments through Can-Do statement checklists - Teacher assessments towards proficiency 	<ul style="list-style-type: none"> - Required district integrated performance assessments (IPA) - Student self-assessments through Can-Do statement checklists - Teacher assessments towards proficiency 	<ul style="list-style-type: none"> - Required district integrated performance assessments (IPA) - Student self-assessments through Can-Do statement checklists - Teacher assessments towards proficiency

Pre-AP Differentiation	Pre-AP courses are designed to build skills necessary for success in AP level coursework. Students are expected to perform at the high end of the proficiency range as defined by the TEKS for each level.
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