

By the end of the first semester (year 1), students are expected to perform at the intermediate low (IL) level of proficiency in Interpersonal, Presentational Speaking & Interpretive Listening and at Novice High (NH) level of proficiency in Presentational Writing and Interpretive Reading, according to the Texas Essential Knowledge & Skills and the ACTFL proficiency guidelines. By the end of the second semester (year 2), students are expected to perform at the Intermediate Mid (IM) level of proficiency in Interpersonal, Presentational Speaking & Interpretive Listening and at Intermediate Low (IL) in Presentational Writing and Interpretive Reading.

Student Habits and Enduring Skills:

- Set personal goals towards Intermediate proficiency with a goal of improving reading and writing skills
- Stay in target language 100 % of class time
- Utilize skills of circumlocution
- 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
- Appreciate and understand the differences in culture and language in all Spanish speaking countries
- Understand and apply the differences between casual and formal Spanish

	First Nine Weeks	Second Nine Weeks	Third Nine Weeks	Fourth Nine Weeks
Theme & Essential Questions	<i>Personal and Public Identities/ Families and Communities/ Contemporary Life</i>		<i>Global Challenges /Science and Technology/ Beauty and Aesthetics</i>	
	Who are we?	How do I relate or connect with others?	What is the role of storytelling in my community and the world around me?	How do I make my way in this rapid, evolving world?

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpersonal Communication</p>	<p>NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p> <p>NH: I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>IL: I can participate in conversations on several familiar topics using simple sentences.</p> <p>IL: I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>IL: I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>IL: I can handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>IL: I can participate in conversations on a number of familiar topics using simple sentences.</p> <p>IL: I can handle short social interactions in everyday situations by asking and answering simple questions.</p> <p>IM: I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>IM: I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>IM: I can usually say what I want to say about myself and my everyday life.</p> <p>IM: I can start, maintain and end a conversation on a variety of familiar topics.</p>	<p>IM: I can participate in conversations on familiar topics using sentences and series of sentences.</p> <p>IM: I can handle short social interactions in everyday situations by asking and answering a variety of questions.</p> <p>IM: I can usually say what I want to say about myself and my everyday life.</p> <p>IM: I can start, maintain and end a conversation on a variety of familiar topics.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>NH Reading: I can understand familiar words, 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>NH Listening: I can often understand words, 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>IL Listening: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p>IL Listening: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p>	<p>IL Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>IL Listening: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> <p>IM: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p> <p>IM Listening: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p>	<p>IM Listening/Reading: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.</p> <p>IM: I can understand the main idea in conversations that I overhear.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</p>	<p>NH Speaking: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</p> <p>NH Writing: I can write short messages and notes on familiar topics related to everyday life.</p> <p>IL Speaking: I can present information on most familiar topics using a series of simple sentences.</p> <p>IL Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>IL Speaking: I can present information on most familiar topics using a series of simple sentences.</p> <p>IL Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.</p>	<p>IL Speaking: I can present information on most familiar topics using a series of simple sentences.</p> <p>IL Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.</p> <p>IM Speaking/Writing: I can tell a story about my life, activities, events and other social experiences using present tense phrases and a series of connected sentences.</p> <p>IM: I can state my viewpoint about familiar topics and give some reasons to support using sentences and series of connected sentences.</p> <p>IM: I can give straight forward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and a series of connected sentences.</p>	<p>IM Speaking/Writing: I can tell a story about my life, activities, events and other social experiences using present tense phrases and a series of connected sentences.</p> <p>IM: I can state my viewpoint about familiar topics and give some reasons to support using sentences and series of connected sentences.</p> <p>IM: I can give straight forward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and a series of connected sentences.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Performance Towards Proficiency</p>	<p>Student self-assessments through proficiency level reflections.</p> <p>Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.</p> <p>Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.</p> <p>Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.</p> <p>Teacher assessments towards proficiency goals.</p>

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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