

***By the end of the year, students are expected to perform at the intermediate low (IL) to intermediate mid (IM) 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 100% 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.

	<b>First Nine Weeks</b>	<b>Second Nine Weeks</b>	<b>Third Nine Weeks</b>	<b>Fourth Nine Weeks</b>
<b>Theme &amp; Essential Questions</b>	<i>Personal and Public Identities/Families and Communities/Contemporary Life</i>		<i>Beauty and Aesthetics/ Science and Technology /Global Challenges</i>	
	Who are we?	How do I relate to and connect to others?	What is the role of storytelling in our community?	How do my decisions and actions affect the community?
<b>Interpersonal Communication</b>	NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language  I can handle short social interactions in everyday situations by asking and answering simple questions.	NH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language  I can handle short social interactions in everyday situations by asking and answering simple questions.  IL: I can participate in conversations on a number of familiar topics using simple sentences.	IL: I can participate in conversations on a number of familiar topics using simple sentences.	IL: I can participate in conversations on a number of familiar topics using simple sentences.  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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</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>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.  IL Reading: I can understand the main idea of short and simple texts when the topic is familiar.  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 short and simple texts when the topic is familiar.  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 short and simple texts when the topic is familiar.  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.  IM Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.  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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</p>	<p>NH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences</p>	<p>NH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences  IL Speaking: I can present information on most familiar topics using a series of simple sentences.  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.  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.  IL Writing: I can write briefly about most familiar topics and present information using a series of simple sentences.  IM Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.  IM Writing: I can write on a wide variety of familiar topics using connected sentences.</p>

<p>Performance Towards Proficiency</p>	<p>Student self-assessments through proficiency level reflections.  Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.  Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.  Teacher assessments towards proficiency goals.</p>	<p>Student self-assessments through proficiency level reflections.  Teacher assessments towards proficiency goals.</p>
<p>Pre-AP Differentiation</p>	<ul style="list-style-type: none"> <li>Pre-AP courses are designed to build skills necessary for success in AP level course work. Students are expected to perform at the high end of the proficiency range as defined by the TEKS for each level.</li> </ul>			