

*By the end of the year, students are expected to perform at the Novice High (NH) to Intermediate Low (IL) 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

	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>Personal and Public Identities/Contemporary Life</i>	
	How do my interests define me?	How can I use my existing communication skills to improve my language?	Who are we?	How do I relate and connect to others?
Interpersonal Communication	NM: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	NM: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.  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.	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  IL: I can participate in conversations on a number of familiar topics using simple sentences.  I can handle short social interactions in everyday situations by asking and answering simple questions.
Interpretive Communication	NM Listening: I can recognize some familiar words and phrases when I hear them spoken.  NM Reading: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	NM Listening: I can recognize some familiar words and phrases when I hear them spoken.  NM Reading: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.	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.	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>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 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 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 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>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.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Presentational Communication</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>NM: (writing): I can write lists and memorized phrases on familiar topics.</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>NM: (writing): I can write lists and memorized phrases on familiar topics.</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>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>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>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>	<p>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.</p>			