

***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 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>
	<i>Personal and Public Identities/ Families and Communities/ Beauty and Aesthetics</i>		<i>Families and Communities/ Contemporary Life</i>	
<b>Theme &amp; Essential Questions</b>	<ul style="list-style-type: none"> <li>- How do I function in an immersion environment?</li> <li>- Who am I?</li> </ul>	<ul style="list-style-type: none"> <li>- What does my language learning look like?</li> </ul>	<ul style="list-style-type: none"> <li>- How do my interests define who I am?</li> </ul>	<ul style="list-style-type: none"> <li>- How can I use my existing communication skills to improve my language?</li> </ul>
<b>Interpersonal Communication</b>	NL: I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	NL: I can communicate on some very familiar topics using single 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.	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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretive Communication</p>	<p>NL Listening: I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>NL Reading: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p>	<p>NL Listening: I can recognize a few memorized words and phrases when I hear them spoken.</p> <p>NL Reading: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read.</p> <p>NM Listening: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>NM Reading: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>NM Listening: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>NM Reading: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</p>	<p>NM Listening: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>NH Listening: I can 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>NM Reading: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I 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 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 words or memorized phrases.</p> <p>NL (writing): I can copy some familiar words, characters, or phrases.</p>	<p>NL: I can present information about myself and some other very familiar topics using single words or memorized phrases.</p> <p>NL (writing): I can copy some familiar words, characters, or 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>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>NM: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p> <p>NH: I can present basic information on familiar topics using language I have practiced using 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"> <li>- Student self-assessments through proficiency level reflections</li> <li>- Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Student self-assessments through proficiency level reflections</li> <li>- Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Student self-assessments through proficiency level reflections</li> <li>- Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>- Student self-assessments through proficiency level reflections</li> <li>- Teacher assessments towards proficiency</li> </ul>

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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