

*By the end of the first semester (year 3), students are expected to perform at the intermediate high (IH) level of proficiency in Interpersonal, Presentational Speaking & Interpretive Listening & at the Intermediate Mid (IM) in Presentational Writing & Interpretive Reading. By the end of the second semester (year 4), students are expected to perform at the Advance low (AL) in Interpersonal, Presentational Speaking & Interpretive Listening & at Intermediate high (IH) in Presentational Writing & Interpretive Reading, according to the Texas Essential Knowledge and Skills and the ACTFL proficiency guidelines.*

**Student Habits and Enduring Skills:**

- Set personal goals towards Advanced proficiency levels 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
	<i>Personal and Public Identities/ Families and Communities/ Contemporary Life</i>		<i>Global Challenges /Science and Technology/ Beauty and Aesthetics</i>	
Theme & Essential Questions	How do my personal goals impact my learning? Who are we? How is my identity being shaped over time? What does popular wisdom say about cultural values? How do weather and geography affect people's mood & personality? How does education affect my future? How does my life now compare to kids my age in Spanish speaking countries? Why do people immigrate? Is globalization a threat to heritage?	How do weather and geography affect people's lifestyles? How do my food choices impact my health? What do my food choices say about where I live? How does my diet and mental being improve my life? How do scientific discoveries improve my wellbeing and health?	How do we take care of our world? Who is responsible for protecting our planet? How do we coexist with nature? What role does technology and science play in helping our planet? What effect does volunteerism have on the overall good of the community? What do we value in leadership and how does it affect our society? How do we define global citizenship? How does the institution of school tie into the community?	How have immigration policies on education affected me and my family? What drives our personal goals for professional success? How does Spanish language learning help me advance in my career? How can educational systems nourish creativity and innovation? How does globalization affect my career opportunities? How do weather and geography affect people job choices?
Interpersonal Communication	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.	IH: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	IH: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.	ADV LOW: I can participate in conversations about familiar topics that go beyond my everyday life. I can talk in an organized way and with some detail about events and experiences in various time frames. I can describe people, places, and things in an organized way and with some detail. I can handle a familiar situation with an unexpected complication.

<p>Interpretive Communication</p>	<p>IL Reading: IM Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.</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 Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>IH Listening: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>IM Reading: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> <p>IH Listening: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p>	<p>IH Reading: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p> <p>ADV LOW Listening: I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames. I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.</p>
<p>Presentational Communication</p>	<p>IM 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>IH Speaking: I can present information on most familiar topics using a series of simple sentences.</p> <p>IM Writing: I can write on a wide variety of familiar topics using connected sentences.</p>	<p>IH Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.</p> <p>IM Writing: I can write on a wide variety of familiar topics using connected sentences.</p>	<p>ADV LOW Speaking: I can make presentations on a wide variety of familiar topics using connected sentences.</p> <p>IH Writing: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.</p>
<p>Performance Towards Proficiency</p>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Required district integrated performance assessments (IPA)</li> <li>• Linguafolio</li> <li>• Student self-assessments through Can-Do statement checklists</li> <li>• Teacher assessments towards proficiency</li> </ul>
<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>			