### First Six Weeks
- **Writing CBA 1, Sept 24-28**
  - **Structure**: -present tense, -gustar, -possessives
  - **Vocabulary**: -Daily routine, school, -special events
- **Speaking CBA 1, Nov. 12-15**
- **Listening/reading CBA 1, Dec. 18-21**
  - **Essential Unit of Study**: PE: La vida diaria
  - **Días Inoíduciales**: (1.1)
- **Essential Unit of Study**: Dias Inoíduciales (1.2)
  - **¿Cómo te expresas? (2.1)**
  - **¿Cómo te expresas? (2.2)**
  - **¿Qué haces para estar en forma? (3.1)**
  - **¿Qué haces para estar en forma? (3.2)**
  - **¿Cómo te llevas con los demás? (4.1)**
  - **¿Cómo te llevas con los demás? (4.2)**
  - **¿Qué nos traerá el futuro? (6.1)**
  - **¿Qué nos traerá el futuro? (6.2)**

### Second Six Weeks
- **Writing CBA 2, Feb. 25-28**
- **Speaking CBA 2 April 2-5**
- **Listening/Reading CBA 2 May 20 - 23**

### Third Six Weeks
- **Trabajo y comunidad (5.1)**
- **Trabajo y comunidad(5.2)**

### Fourth Six Weeks
- **Fourth Six Weeks**
  - **Writing CBA 2, Sept 24-28**
  - **Listening/reading CBA 2, Dec. 18-21**
  - **Structure**: -present tense, -gustar, -possessives
  - **Vocabulary**: -Daily routine, school, -special events
- **Essential Unit of Study**: Dias Inoíduciales (2.1)
  - **¿Cómo te expresas? (5.1)**
  - **¿Qué haces para estar en forma? (5.2)**

### Fifth Six Weeks
- **Writing CBA 2, Feb. 25-28**
- **Speaking CBA 2 April 2-5**
- **Listening/Reading CBA 2 May 20 - 23**

### Sixth Six Weeks
- **Sixth Six Weeks**
- **Writing CBA 2, Sept 24-28**
  - **Structure**: -present tense, -gustar, -possessives
  - **Vocabulary**: -Daily routine, school, -special events
  - **Essential Unit of Study**: Dias Inoíduciales (3.1)
- **Essential Unit of Study**: Dias Inoíduciales (3.2)
  - **¿Qué haces para estar en forma? (4.1)**
  - **¿Qué haces para estar en forma? (4.2)**
  - **¿Qué nos traerá el futuro? (6.1)**
  - **¿Qué nos traerá el futuro? (6.2)**

### TEKS Level 3 Pre-AP

1) **Interpersonal communication: speaking and writing**
   - Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of short statements, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:
2) **Interpretive communication: reading and listening.**
   - Interpretive communication: reading and listening. The student comprehends connected statements from culturally authentic print, digital, audio, and audiovisual materials as appropriate within contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:
3) **Presentational communication: speaking and writing**
   - Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of phrases, sentences, and strings of sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

<table>
<thead>
<tr>
<th>TEKS</th>
<th>114.41 1A: ask and respond to questions about and beyond the scope of everyday life with simple elaboration in spoken and written conversation;</th>
<th>114.41 2A: demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in a variety of contexts;</th>
<th>114.41 3A: express and defend an opinion or preference orally and in writing with supporting statements and with recommendations;</th>
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</thead>
<tbody>
<tr>
<td>TEKS</td>
<td>114.41 1B: express and exchange personal opinions, preferences, and recommendations with supporting statements in spoken and written conversation;</td>
<td>114.41 2B: paraphrase the main idea, theme, and supporting details from fiction and nonfiction texts and audio and audiovisual materials;</td>
<td>114.41 3B: narrate situations and events orally and in writing using connected sentences with details and elaboration;</td>
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<tr>
<td>TEKS</td>
<td>114.41 1C: ask and tell others what they need to, should, and must do with supporting reasons in spoken and written conversation;</td>
<td>114.41 2C: infer meaning of unfamiliar words or phrases in contextualized texts, audio, and audiovisual materials; and</td>
<td>114.41 3C: inform others orally and in writing about a variety of topics using connected sentences with details and elaboration.</td>
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<tr>
<td>TEKS</td>
<td>114.41 1D: articulate requests, offer suggestions, and develop plans with supporting statements in spoken and written conversation;</td>
<td>114.41 2D: compare and contrast cultural practices from authentic print, digital, audio, and audiovisual materials.</td>
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