

TTUISD - TEKS Tracker					
Author _____	Submission Date ____/____/____				
Evaluator _____	Evaluation Date ____/____/____				
TTU: COMMAPP - Communication Applications, v.3.0					
TEKS: §110.58. Communication Applications					
TEXT: Glencoe Communication Applications, 2001, Texas Ed. ISBN #0-02-817244-2					
TEKS Requirement (Secondary)		Sem.	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
§110.58. Communication Applications (One-Half Credit).					
(a) Introduction.					
(1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.					
(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.					
(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.					
(4) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.					
(b) Knowledge and skills.					
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:					
(A) explain the importance of effective communication skills in professional and social contexts;			1	chap.1/3-13,17-20,24-26,31, chap.2/34,55-62,67	Understand
(B) identify the components of the communication process and their functions;			1	chap.1/3,4,7-12,26-29, chap.2/36-51	Understand
(C) identify standards for making appropriate communication choices for self, listener, occasion, and task;			1, 5	chap.1/11-13,24-27, chap.2/58-60, chap.3/75-77	Understand
(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately;			1	chap.1/1,4-9,11,12,23,24,26,27,31, chap.2/41-44,46,47,63	Analyze
(E) identify types of nonverbal communication and their effects;			2	chap.5/134-142,144-165,168,169	Understand
(F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance;			2	chap.5/137,144,156-160,164,169	Understand

(G) identify the components of the listening process;			2	chap.6/171,173,175-184,186,200	Understand
(H) identify specific kinds of listening such as critical, deliberative, and empathic;			2	chap.6/187-196,200,201	Understand
(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions;			1, 5	chap.6/172-174,178,179,183,189,190	Understand
(J) identify and analyze ethical and social responsibilities of communicators; and			1	chap.13/422-428, chap.14/465-469	Analyze
(K) recognize and analyze appropriate channels of communication in organizations.			1	chap.2/44,45,51,61,67	Analyze
(2) Interpersonal. The student uses appropriate interpersonal-communication strategies in professional and social contexts. The student is expected to:					
(A) identify types of professional and social relationships, their importance, and the purposes they serve;			4, 8	chap.7/207-215,220,234	Understand
(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships;			4, 8	chap.7/222-227, chap.8/238,251	Apply
(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy;			4, 8	chap.8/251,252,256,262	Apply
(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism;			4	chap.8/252,256,262,271	Apply
(E) send clear and appropriate requests, provide clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others;			4	chap.7/232-234, chap.8/241-243,270, chap.9/297-300	Apply
(F) participate appropriately in conversations;			4, 8	chap.8/242, chap.9/298,300	Apply
(G) communicate effectively in interviews;			7	chap.8/242-244,250,251,262	Apply
(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age; and			4	chap.8/241,253,262,263,265,266,271	Analyze
(I) analyze and evaluate the effectiveness of one's own and others' communication.			4, 8	chap.9/291,292,303,311	Evaluate
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:					
(A) identify kinds of groups, their importance, and the purposes they serve;			8	chap.10/313,314,316-326	Understand
(B) analyze group dynamics and processes for participating effectively in groups;			8	chap.11/345,353,354,358,372-374,378,379	Analyze
(C) identify and analyze the roles of group members and their influence on group dynamics;			8	chap.11/348-354,370-374	Analyze
(D) demonstrate understanding of group roles and their impact on group effectiveness;			8	chap.13/416,427,435, chap.14/455,464,475	Apply
(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness;			8	chap.13/416,427,435, chap.14/455,464,475	Apply
(F) identify and analyze leadership styles;			8	chap.13/415-417, 434,435	Analyze
(G) use effective communication strategies in leadership roles;			8	chap.13/415,417,418,435	Apply

(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups; and			8	chap.12/385,399,401,403,409,411	Apply
(I) analyze the participation and contributions of group members and evaluate group effectiveness.			8	chap.11/353,379	Analyze
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:					
(A) analyze the audience, occasion, and purpose when designing presentations;			3, 6, 9	chap.15/484,503, chap.16/508, chap.17/545,547, chap.18/571,572	Create
(B) determine specific topics and purposes for presentations;			3, 6, 9	chap.15/487,491,501,503, chap.16/526, chap.17/545,561, chap.18/571,572,588	Create
(C) research topics using primary and secondary sources, including electronic technology;			6, 9	chap.15/482,483,503, chap.16/521,525, chap.17/545,550	Create
(D) use effective strategies to organize and outline presentations;			3, 6, 9	chap.15/488,491,496,498,500,501,503, chap.16/508,531, chap.17/547	Apply
(E) use information effectively to support and clarify points in presentations;			3, 6, 9	chap.15/503, chap.16/508,513,516,531, chap.17/541,561	Apply
(F) prepare scripts or notes for presentations;			3, 6, 9	chap.17/538,540, chap.18/593	Create
(G) prepare and use visual or auditory aids, including technology, to enhance presentations;			9	chap.16/513,516,531, chap.17/541,561, chap.18/564	Create
(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information;			3, 4, 6, 9	chap.15/488,501,503, chap.17/550,553,556,561, chap.18/571,572,588,593	Apply
(I) use effective verbal and nonverbal strategies in presentations;			3, 6, 9	chap.15/498, chap.17/545,547,561, chap.18/571,572,580,588,593	Apply
(J) make group presentations to inform, persuade, or motivate an audience;			8	chap.17/545,547,561	Create
(K) make individual presentations to inform, persuade, or motivate an audience;			3, 6, 9	chap.15/488,491,498, chap.18/571,572,580,588,593	Create
(L) participate in question and answer sessions following presentations;			3, 6, 9	chap.17/545,561, chap.18/580	Create

(M) apply critical-listening strategies to evaluate presentations; and			3, 6, 9	chap.15/503, chap.17/545, chap.18/571,580,5 88,593	Apply
(N) evaluate effectiveness of his/her own presentation.			3, 6, 9	chap.18/571,588,5 93	Evaluate
<i>Source: The provisions of this §110.58 adopted to be effective September 1, 1998, 22 TexReg 7549; amended to be effective August 22, 2011, TexReg 3261.</i>					