

TTUUSD - TEKS Tracker					
Author _____	Submission Date ____/____/____				
Evaluator _____	Evaluation Date ____/____/____				
TTU Course: SPAN 1 (SPAN 1B) v.4.0					
TEKS: §114. Languages other than English, September 1, 1998					
Text: Buen Viaje!, Level 1, Glencoe, 2005, ISBN # 0-07-866361-X, (Texas student edition)					
TEKS Requirement (Secondary)		Sem. A	Lesson & Assignment Number	Textbook Chapter/Page #	Bloom's Taxonomy
Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English					
Subchapter C. High School					
Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.					
§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.					
The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.					
<i>Source: The provisions of this §114.21 adopted to be effective September 1, 1998, 22 TexReg 4930.</i>					
§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level)					
(a) General requirements.					
(1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.					
(2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:					
(A) understand short utterances when listening and respond orally with learned material;		B	5,7,8	Pg A53,A54 workbook, WB pg 57, pg 149 -150 WB, pg 152 WB	Understand
(B) produce learned words, phrases, and sentences when speaking and writing;		B	1,2,4,6	W.B pg 73,Wb pg 88-89, WB 117,118,119,120, WB pg 129-130,131, Textbook pg 342	Create
(C) detect main ideas in familiar material when listening and reading;		B	1,5,7,8	WB 74-76,pg 252 textbook, WB pg 96-97, WB pg 125, pg 127, WB pg 140, pg 156 wb	Understand
(D) make lists, copy accurately, and write from dictation;		B	copy all vocabulary for easy reference	all lessons	Understand
(E) recognize the importance in communication to know about the culture; and		B	2,3	pg 224-226. pg 252	Understand

(F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.		B	1,3,5,6,7,8	WBpg 74-76, pg 252 textbook, WB pg 93, WB pg 105, 107, 108,& 110, pg 316 textbook practice 15, WB 123-124,Textbook pg 346, WB pg 134,WB pg 135-138, WB pg 153,154,155	Understand
(3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.		B	3	WB 115	Apply
(b) Introduction.					
(1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.					
(2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.					
(c) Knowledge and skills.					
(1) Communication. The student communicates in a language other than English using the skills of listening, speaking, reading, and writing. The student is expected to:					
(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;		B	1,2,4,7	WB pg 82, and speaking exercise, WB pg 98, speaking activity for lesson 2, speaking part lesson 4, speaking lesson 7, writing part for lesson 7	Create
(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and		B	1,3,4,5	WB pg 77,pg 101, pg 104 WB, pg 115 WB, Writing part, pg 128 in workbook	Apply
(C) present information using familiar words, phrases, and sentences to listeners and readers.		B	1,3	pg 227, pg 299	Create
(2) Cultures. The student gains knowledge and understanding of other cultures. The student is expected to:					
(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and		B	3,5,8	W.B. pg 115, pg 322 in textbook WB pg 156, 157	Apply

(B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.		B	1,2,5	pg 343,352-353,355,356	Apply
(3) Connections. The student uses the language to make connections with other subject areas and to acquire information. The student is expected to:					
(A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and		B	1,2,3,4,	pg 224-225,pg 264, 296-297 pg 326-327	Apply
(B) use the language to obtain, reinforce, or expand knowledge of other subject areas.		B	2,4	pg 266, pg 324	Apply
(4) Comparisons. The student develops insight into the nature of language and culture by comparing the student's own language and culture to another. The student is expected to:					
(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;		B	1,2	pg 215,pg 250	Apply
(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and		B	1, 2, 5	Pg 322 in textbook, pg 260-262- pg 190	Apply
(C) demonstrate an understanding of the influence of one language and culture on another.		B	2	pg 224-225	Apply
(5) Communities. The student participates in communities at home and around the world by using languages other than English. The student is expected to:					
(A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and		B	4,5	pg 321-327,329,358	Apply
(B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.		B	3,4,5	pg 303, pg 321,363	Analyze
<i>Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.</i>					