

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Languages other than English, Discovering Languages and Cultures

Prepared by the State Board of Education (SBOE) TEKS Review Committees

Final Recommendations, October 2013

These draft proposed revisions reflect the recommended changes to the languages other than English (LOTE) Texas Essential Knowledge and Skills (TEKS) for Discovering Languages and Cultures that have been made by the SBOE-appointed TEKS review committees. Proposed additions are shown in green font with underlines (additions) and proposed deletions are shown in red font with strikethroughs (~~deletions~~).

Comments in the right-hand column provide explanations for the proposed changes. The following notations were used as part of the explanations:

CRS—information added or changed to align with the Texas College and Career Readiness Standards (CCRS)

ER—information added, changed, or deleted based on expert reviewer feedback

MV—multiple viewpoints from within the committee

VA—information added, changed, or deleted to increase vertical alignment

TABLE OF CONTENTS

Languages other than English, Discovering Languages and Cultures	pages 1-3
Languages other than English, Cultural and Linguistic Topics	pages 4-5
Languages other than English, Special Topics in Language and Culture	pages 6-8

§114.25. Discovering Languages and Cultures Exploratory Languages (One-Half to One Credit).

	TEKS with edits	Committee Comments
(a)	General requirements.	
(1)	<u>Discovering Languages and Cultures Exploratory languages</u> is a non-sequential <u>elective</u> course that can be offered in elementary, middle, or high school. At the high school level, <u>Students may be</u> are awarded one-half to one unit of <u>elective</u> credit for successful completion of a course.	The committee recommends changing the name of the course from Exploratory Languages to Discovering Languages and Cultures to better reflect the course content and the merging of the Cultural and Linguistic Topics and Exploratory Language courses.
(2)	Using age-appropriate activities, students <u>explore a variety of</u> study selected aspects of one or more languages and cultures and/or develop basic language learning and communicative skills.	
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	The intended purpose of this course is to give the student the opportunity to discover which language other than English to take to fulfill the LOTE graduation requirement. <ul style="list-style-type: none"> Local school districts may choose whether this course should focus on one or multiple languages. The availability of language course may vary by district. This course serves as an elective and does not fulfill the LOTE graduation requirement. This course may also be taken after fulfilling the LOTE graduation requirement to explore additional languages and cultures in preparation for career and college readiness.
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of “one-way”</u>	

	<u>reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, and audiovisual materials.</u>	
(C)	<u>In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study, enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	
(4)(b)	<u>Discovery Introduction. Exploratory</u> courses in languages other than English allow introduce the student to explore the study of other languages and cultures. <u>The student demonstrates an understanding of the elements of language(s), demonstrates an understanding of cultures, and develops effective</u> Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages. <u>The American Council for Teachers of Foreign Languages (ACTFL) has established guidelines for proficiency levels which are used as a basis for the TEKS. ACTFL has identified national standards in the <i>Standards for Foreign Language Learning in the 21st Century</i> (1999) known as “The Five Cs.” These standards describe the “what” (content) of world languages learning and form the core standards-based instruction in the world languages classroom.</u>	www.actfl.org/sites/default/files/pdfs/public/StandardsforFLExecsumm_rev.pdf
(c)	Knowledge and skills.	
(1)	The student <u>demonstrates an understanding of the elements</u> uses components of language(s). The student is expected to:	
(A)	<u>engage</u> participate in different types of language learning activities;	CCRS II A1, A2, A8, E1, E4
(B)	<u>compare and contrast aspects of other languages to English and the students’ native language;</u> use the language skills of listening, speaking, reading, and/or writing;	*moved the 4 elements to (1C) CCRS II C1, E1, E4
(C)	<u>apply basic communication skills in the target language(s) including listening, speaking, reading, and writing.</u> demonstrate an awareness of some aspects of culture in using the language; and	CCRS II A1, A7, B2
(D)	demonstrate an awareness of the subsystems of other languages (such as grammar, vocabulary, and phonology).	
(2)	The student <u>demonstrates an understanding of</u> makes observations about languages and cultures. The student is expected to:	*This knowledge and skills statement is merging TEKS from the eliminated Cultural and Linguistic Topics course into the new Discovering Languages and Cultures course.

(A)	<u>identify and describe cultural practices in selected regions or countries;</u> compare and contrast features of other languages to English;	CCRS II A1, A8, E1, E4
(B)	<u>recognize the cultural products such as art, music, food, clothing, or other culturally related examples in selected regions or countries;</u> recognize the role of nonlinguistic elements (such as gestures) in communication;	CCRS II E1, E4
(C)	<u>compare and contrast aspects of other cultures to the student's own culture.</u> demonstrate an understanding of the fact that human behavior is influenced by culture; and	CCRS II C2, E1, E4
(D)	compare some aspects of other cultures to the student's own culture.	*This student expectation was moved to (2C)
(3)	The student develops <u>effective</u> language study skills. The student is expected to:	
(A)	<u>engage in a variety of</u> practice-different language learning strategies <u>such as identifying cognates and recognizing word origins;</u>	CCRS II A2, E1, E4
(B)	demonstrate an <u>awareness of language patterns such as word/character order, grammatical structures, and symbols.</u> understanding of the fact that making and correcting errors is an important part of learning a language; and	CCRS II A1, D1, E4
(C)	demonstrate an awareness of language patterns;	*This student expectation was moved to (3B)

DRAFT

§114.26. Cultural and Linguistic Topics (One-Half to One Credit).

	TEKS with edits	Committee Comments
(a)	General requirements.	<p>Upon review of the existing Cultural and Linguistic Topics course, this committee recommends that this course be eliminated and that some of the student expectations be merged with the new Discovering Languages and Cultures course based on the following:</p> <ol style="list-style-type: none"> 1. Low enrollment across the state 2. Change in graduation requirements 3. Duplication of geography, in social studies, and Exploratory Languages courses
(1)	Cultural and linguistic topics is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course. Upon completion of the course, students may choose to receive credit for a nonsequential course in languages other than English or credit for a social studies elective course.	
(2)	Using age-appropriate activities, students study cultural, linguistic, geographical, or historical aspects of selected regions or countries.	
(b)	Introduction. Courses in cultural and linguistic topics introduce students to the study of other cultures. Students gain the knowledge to understand the historical development, geographical aspects, cultural aspects, and/or linguistic aspects of selected regions or countries by completing one or more of the knowledge and skills for cultural and linguistic topics.	
(c)	Knowledge and skills.	Refined and included with the new Discovering Languages and Cultures course
(1)	The student gains knowledge of the cultural aspects of selected regions or countries. The student is expected to:	
(A)	identify social, cultural, and economic changes that have affected customs and conventions in a region or country;	
(B)	explain variations of cultural patterns within a region or country;	
(C)	demonstrate an understanding of the role of traditions in influencing a culture's practices (what people do) and products (what people create); and	
(D)	recognize the art, music, literature, drama, or other culturally related activity of a region or country.	
(2)	The student gains a knowledge of certain linguistic aspects of selected regions, countries, or languages. The student is expected to:	

(A)	reproduce, read, write, or demonstrate an understanding of common expressions and vocabulary used in the region, country, or language studied;	
(B)	describe general aspects of a language based upon the linguistic experiences provided, such as word etymologies and derivatives; and	
(C)	recognize the linguistic contributions of native speakers and writers from various regions.	
(3)	The student gains knowledge of the geographical aspects of and their related influences on selected regions or countries. The student is expected to:	
(A)	demonstrate an understanding of the influence of geography on the historical development of a region or country; and	
(B)	provide examples of the interrelationships between the physical and cultural environments.	
(4)	The student gains knowledge of the historical aspects of selected regions or countries. The student is expected to:	
(A)	recognize examples of the interactions of a region or country with the rest of the world;	
(B)	trace historical events from their inception to the present; and	
(C)	identify significant personalities in the development of a region or country.	

DRAFT

§114.xx. Special Topics in Language and Culture. (One Credit).

	TEKS with edits	Committee Comments
(a)	<u>General requirements. Students shall be awarded one credit for successful completion of this course. This course may be substituted for a level II LOTE course upon approval by the student’s level I LOTE classroom teacher and an academic counselor who determine that the student is not likely to be successful in a level II LOTE course. This course cannot be considered a part of the coherent sequence of LOTE courses required for any endorsement. This course will not count as a level II LOTE course. Students who desire to continue with LOTE study will need to take level II or higher LOTE courses.</u>	This course was designed in response to the LOTE graduation requirements in HB 5 as a substitute course for LOTE level II for the students not likely to be successful in a LOTE level II course based on selected teacher recommendations after passing LOTE level I.
(b)	<u>Introduction.</u>	
(1)	<u>The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.</u>	
(2)	<u>Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, present information to an audience, and to interpret culturally authentic materials in the language of study. There are three modes of communication: interpersonal, interpretive and presentational.</u>	
(A)	<u>In the interpersonal mode of communication, students engage in direct oral, written, or signed communication with others. Examples of this “two-way” communication include but are not limited to conversing face-to-face, participating in digital discussions and messaging, and exchanging personal letters.</u>	
(B)	<u>In the interpretive mode of communication, students demonstrate understanding of spoken, written, or signed communication within appropriate cultural contexts. Examples of this type of “one-way” reading or listening include but are not limited to comprehension of digital texts, as well as printed, audio, or visual materials.</u>	
(C)	<u>In the presentational mode of communication, students present orally, in writing, or in sign, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication include but are not limited to a signed or oral presentation to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.</u>	
(3)	<u>The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for LOTE. The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.</u>	

(4)	<u>In the Special Topics in Language and Culture course, students demonstrate novice level communication skills acquired in a LOTE level I course, develop a greater understanding of other cultures, make connections to other disciplines, draw comparisons between languages and cultures, and effectively engage in global communities. Students enhance their personal and public lives, and meet the career demands of the 21st century, by gaining insight into other world languages and cultures.</u>	These knowledge and skills and student expectations were purposefully written as general statements to allow local districts the flexibility to create a language specific or multi-language course that can be taught by one instructor or team taught.
(c)	<u>Knowledge and skills</u>	The committee's vision for this course was to use a project based learning approach. This would allow students the opportunity to continue studying their LOTE level I language.
(1)	<u>Communication. The student communicates an understanding of the elements of languages. The student is expected to:</u>	
(A)	<u>introduce self and others using basic, culturally-appropriate greetings;</u>	CCRS II A1, A7, B2
(B)	<u>ask simple questions and provide simple responses related to personal preferences; and</u>	CCRS II A1, A7, B2
(C)	<u>exchange essential information about self, family and familiar topics.</u>	CCRS II A1, A7, B2
(2)	<u>Cultures. The student identifies the practices, products, and perspectives of selected cultures. The student is expected to:</u>	
(A)	<u>identify and describe selected cultural practices and perspectives such as traditions, daily life, and celebrations;</u>	CCRS II A1, A8, E1, E4
(B)	<u>examine significant historic and contemporary influences from the cultures studied such as explorers, artists, musicians, and athletes; and</u>	CCRS SS IIA2a
(C)	<u>describe various products across cultures such as food, shelter, clothing, transportation, sports and recreation, music, art, and dance.</u>	CCRS II E1, E4
(3)	<u>Connections. The student describes connections between world languages and other disciplines. The student is expected to:</u>	
(A)	<u>use authentic materials such as maps, graphs, graphic organizers, and other print and visual materials or literature to reinforce comprehension and expression of basic vocabulary in the target language; and</u>	CCRS CD C3E
(B)	<u>research and present information on historical and contemporary cultural influences.</u>	CCRS CD C3E
(4)	<u>Comparisons. The student develops insight into the nature of the target language and culture by comparing the student's own language and culture to another. The student is expected to</u>	
(A)	<u>compare and contrast selected cultural practices and perspectives such as traditions, daily life, and celebrations to student's own culture;</u>	CCRS SS 3C CCRS II C2, E1, E4
(B)	<u>give examples of cognates, false cognates, idiomatic expressions, or sentence structure to show understanding of how languages are alike and different; and</u>	CCRS II A2, E1, E4
(C)	<u>demonstrate how media, such as TV, internet, newspapers and ads, represents selected cultural</u>	

	<u>similarities and differences.</u>	
(5)	<u>Communities. The student gains an understanding of cultures represented by languages other than English to enhance global perspective, personal growth, and enrichment. The student is expected to</u>	
(A)	<u>participate in cultural events in local, global, or online communities and discuss experiences and perspectives gained;</u>	CCRS ELAR IIIB1, 2 , SSVA1b
(B)	<u>research careers in which cross-cultural awareness or LOTE language skills are needed; and</u>	CCRS ELAR V SSIV B, D
(C)	<u>describe how cultural awareness impacts personal growth.</u>	

DRAFT