Klett World Languages



TADAM! 2

COURSE: Discovering Languages and Cultures (§114.32)

Texas Essential Knowledge and Skills (TEKS) for Languages Other Than English

(1) The student demonstrates an understanding of the elements of language(s). The student is expected to:

(A) engage in different types of language learning activities;

STUDENT EDITION & WORKBOOK	p. 12 (act. 2), p. 18 (act. 1), p. 19 (act. 1), p. 23 (act. 1), p. 35 (act. 1), p. 45 (act. 1), pp. 48-49 (act. 4), p. 57 (act. 1, 2), p. 59 (act. 1), p. 81 (act. 5)
TEACHER'S EDITION	p. 8 (act. 2 Extending), p. 10 (act. 6), p. 16 (act. 1 Extending), p. 30 (act. 2 Extending), p. 34 (act. 1 Additional activities), p. 46 (act. 1), p. 61 (act. 3), p. 62 (act. 1 Extending)

(B) compare and contrast aspects of other languages to English and the student's native language; and

STUDENT EDITION & WORKBOOK	p. 34 (act. 1, 2), p. 42 (act. 2), p. 54 (act. 2), p. 58 (act. 1)
TEACHER'S EDITION	p. 14 (act. 1), p. 23 (act. 1 Tips), p. 33 (act. 1, 2), p. 61 (act. 1)

(C) apply basic communication skills in the target language(s), including listening, speaking, reading, and writing.

STUDENT EDITION & WORKBOOK	p. 13 (act. 3, 4), p. 20 (act. 1), p. 23 (act. 1, 2), p. 31 (act. 2), p. 37 (act. 4), p. 47 (act. 2), p. 51 (act. 1), p. 61 (act. 4), p. 69 (act. 5), p. 80 (act. 3, 4)
TEACHER'S EDITION	p. 17 (act. 1 Extending), p. 31 (act. 2), p. 45 (act. 1 Additional activities, Extending), p. 48 (act. 2), p. 59 (act. 2), p. 62 (act. 1), p. 63 (act. 4)

(2) The student demonstrates an understanding of cultures. The student is expected to:

(A) identify and describe cultural practices in selected regions or countries;

STUDENT EDITION & WORKBOOK	p. 13 (act. 4), p. 32 (act. 1), p. 37 (act. 3), p. 44 (act. 1), p. 50 (act. 1), p. 56 (act. 1), p. 62 (act. 1), p. 63 (act. 1)
TEACHER'S EDITION	p. 10 (act. 6), p. 31 (act. 1), p. 50 (act. 1), p. 59 (act. 1), p. 64 (act. 1)

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(B) recognize the cultural products such as art, music, food, clothing, or other culturally related examples in selected regions or countries; and

STUDENT EDITION & WORKBOOK	p. 38 (act. 1, 2), p. 50 (act. 1, 2), p. 56 (act. 1), p. 62 (act. 1, 2)
TEACHER'S EDITION	p. 10 (act. 6), p. 36 (act. 1, 2), p. 50 (act. 1, 2), p. 50 (act. 2 Extending), p. 64 (act. 1, 2)

(C) compare and contrast aspects of other cultures to the student's own culture.

STUDENT EDITION & WORKBOOK	p. 31 (act. 1, 2), p. 46 (act. 2), p. 50 (act. 2), p. 55 (act. 2), p. 62 (act. 2)
TEACHER'S EDITION	p. 31 (act. 2), p. 47 (act. 2), p. 50 (act. 2 Extending), p. 59 (act. 2)

(3) The student develops effective language study skills. The student is expected to:

(A) engage in a variety of language learning strategies such as identifying cognates and recognizing word origins; and

STUDENT EDITION & WORKBOOK	p. 18 (act. 1, 2), p. 19 (act. 1), p. 22 (act. 1), p. 45 (act. 2), pp. 48-49 (act. 1, 4), p. 58 (act. 1, 3), p. 74 (act. 1), p. 75 (act. 2)
TEACHER'S EDITION	p. 15 (act. 1), p. 22 (act. 1), p. 30 (act. 2 Extending), p. 33 (act. 1), p. 46 (act. 2), p. 52 (act. 1), p. 61 (act. 1)

(B) demonstrate an awareness of language patterns such as word/character order, grammatical structures, and symbols.

STUDENT EDITION & WORKBOOK	p. 23 (act. 2), p. 34 (act. 1), p. 45 (act. 1, 2), p. 47 (act. 2), p. 51 (act. 1), p. 70 (act. 1), p. 71 (act. 2), p. 74 (act. 1), p. 80 (act. 3), p. 81 (act. 5)
TEACHER'S EDITION	p. 20 (act. 2), p. 32 (act. 1), p. 33 (act. 1), p. 38 (act. 2), p. 45 (act. 1 Extending), p. 46 (act. 1), p. 60 (act. 1)

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