Proclamation 2020 Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material

Subject	**Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading**
Subchapter	**Subchapter C. High School**
Course	**§110.57. Public Speaking I, II, III (One-Half to One Credit)**

(a) Introduction

(1) In order to have full participation in the civic process, students must have a good understanding of public dialogue. Students must learn the concepts and skills related to preparing and presenting public messages and to analyzing and evaluating the messages of others. Within this process, students will gain skills in reading, writing, speaking, listening, and thinking and will examine areas such as invention, organization, style, memory, and delivery.
(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 Public Speaking I, II, III, elective courses, are described in subsection (b) of this section.

(b) Knowledge and Skills.

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(A) recognize the influence of classical rhetoric in shaping Western thought	(i) recognize the influence of classical rhetoric in shaping Western thought
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(i) explain the classical rhetorical canons of invention
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(ii) explain the classical rhetorical canons of organization

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(iii) explain the classical rhetorical canons of style
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(iv) explain the classical rhetorical canons of memory
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(v) explain the classical rhetorical canons of delivery
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(vi) use the classical rhetorical canons of invention
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(vii) use the classical rhetorical canons of organization
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(viii) use the classical rhetorical canons of style
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(ix) use the classical rhetorical canons of memory
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(x) use the classical rhetorical canons of delivery
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(C) analyze how modern public address influences public opinion and policy in a democratic republic	(i) analyze how modern public address influences public opinion in a democratic republic
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(C) analyze how modern public address influences public opinion and policy in a democratic republic	(ii) analyze how modern public address influences public policy in a democratic republic

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(D) analyze the ethical responsibilities that accompany freedom of speech	(i) analyze the ethical responsibilities that accompany freedom of speech
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(i) develop critical listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(ii) develop deliberative listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(iii) develop empathic listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(iv) develop appreciative listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(v) develop critical listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(vi) develop deliberative listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(vii) develop empathic listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(viii) develop appreciative listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(ix) use critical listening skills to analyze speeches

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(x) use deliberative listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xi) use empathic listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xii) use appreciative listening skills to analyze speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xiii) use critical listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xiv) use deliberative listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xv) use empathic listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(E) develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches	(xvi) use appreciative listening skills to evaluate speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches	(i) apply knowledge of rhetoric to analyze oral or written speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches	(ii) apply knowledge of rhetoric to evaluate oral or written speeches
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches	(iii) apply understanding of rhetoric to analyze oral or written speeches

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to:	(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral or written speeches	(iv) apply understanding of rhetoric to evaluate oral or written speeches
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(i) identify the traditional elements of speech form, including introduction
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(ii) identify the traditional elements of speech form, including body
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(iii) identify the traditional elements of speech form, including conclusion
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(iv) analyze the traditional elements of speech form, including introduction
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(v) analyze the traditional elements of speech form, including body
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(vi) analyze the traditional elements of speech form, including conclusion
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(B) identify and analyze logical patterns of organization for specific speech forms	(i) identify logical patterns of organization for specific speech forms
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(B) identify and analyze logical patterns of organization for specific speech forms	(ii) analyze logical patterns of organization for specific speech forms
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(C) identify and analyze the characteristics of a speech to inform	(i) identify the characteristics of a speech to inform

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(C) identify and analyze the characteristics of a speech to inform	(ii) analyze the characteristics of a speech to inform
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(i) identify the characteristics of a speech to persuade, including propositions of fact
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(ii) identify the characteristics of a speech to persuade, including propositions of value
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(iii) identify the characteristics of a speech to persuade, including propositions of problem
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(iv) identify the characteristics of a speech to persuade, including propositions of policy
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(v) analyze the characteristics of a speech to persuade, including propositions of fact
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(vi) analyze the characteristics of a speech to persuade, including propositions of value
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(vii) analyze the characteristics of a speech to persuade, including propositions of problem
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(D) identify and analyze the characteristics of a speech to persuade, including propositions of fact, value, problem, and/or policy	(viii) analyze the characteristics of a speech to persuade, including propositions of policy
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(E) identify and analyze characteristics of speeches for special occasions	(i) identify characteristics of speeches for special occasions

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(E) identify and analyze characteristics of speeches for special occasions	(ii) analyze characteristics of speeches for special occasions
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire	(i) analyze the rhetorical elements in models of speeches that inform, persuade, or inspire
(2) Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to:	(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire	(ii) evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire
(3) Invention. The student plans speeches. The student is expected to:	(A) identify and analyze the audience and occasion as a basis for choosing speech strategies	(i) identify the audience as a basis for choosing speech strategies
(3) Invention. The student plans speeches. The student is expected to:	(A) identify and analyze the audience and occasion as a basis for choosing speech strategies	(ii) identify the occasion as a basis for choosing speech strategies
(3) Invention. The student plans speeches. The student is expected to:	(A) identify and analyze the audience and occasion as a basis for choosing speech strategies	(iii) analyze the audience as a basis for choosing speech strategies
(3) Invention. The student plans speeches. The student is expected to:	(A) identify and analyze the audience and occasion as a basis for choosing speech strategies	(iv) analyze the occasion as a basis for choosing speech strategies
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(i) select topics for speeches considering his/her own interests
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(ii) select topics for speeches considering timeliness
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(iii) select topics for speeches considering the importance of the topic
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(iv) limit topics for speeches considering his/her own interests

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(v) limit topics for speeches considering timeliness
(3) Invention. The student plans speeches. The student is expected to:	(B) select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic	(vi) limit topics for speeches considering the importance of the topic
(3) Invention. The student plans speeches. The student is expected to:	(C) select and limit purposes for speeches	(i) select purposes for speeches
(3) Invention. The student plans speeches. The student is expected to:	(C) select and limit purposes for speeches	(ii) limit purposes for speeches
(3) Invention. The student plans speeches. The student is expected to:	(D) research topics using primary and secondary sources, including electronic technology	(i) research topics using primary sources, including electronic technology
(3) Invention. The student plans speeches. The student is expected to:	(D) research topics using primary and secondary sources, including electronic technology	(ii) research topics using secondary sources, including electronic technology
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(i) analyze oral speech models to evaluate the topic
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(ii) analyze oral speech models to evaluate the purpose
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(iii) analyze oral speech models to evaluate the audience
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(iv) analyze oral speech models to evaluate the occasion
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(v) analyze written speech models to evaluate the topic
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(vi) analyze written speech models to evaluate the purpose

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(vii) analyze written speech models to evaluate the audience
(3) Invention. The student plans speeches. The student is expected to:	(E) analyze oral and written speech models to evaluate the topic, purpose, audience, and occasion	(viii) analyze written speech models to evaluate the occasion
(4) Organization. The student organizes speeches. The student is expected to:	(A) apply knowledge of speech form to organize and design speeches	(i) apply knowledge of speech form to organize speeches
(4) Organization. The student organizes speeches. The student is expected to:	(A) apply knowledge of speech form to organize and design speeches	(ii) apply knowledge of speech form to design speeches
(4) Organization. The student organizes speeches. The student is expected to:	(B) organize speeches effectively for specific topics, purposes, audiences, and occasions	(i) organize speeches effectively for specific topics
(4) Organization. The student organizes speeches. The student is expected to:	(B) organize speeches effectively for specific topics, purposes, audiences, and occasions	(ii) organize speeches effectively for specific purposes
(4) Organization. The student organizes speeches. The student is expected to:	(B) organize speeches effectively for specific topics, purposes, audiences, and occasions	(iii) organize speeches effectively for specific audiences
(4) Organization. The student organizes speeches. The student is expected to:	(B) organize speeches effectively for specific topics, purposes, audiences, and occasions	(iv) organize speeches effectively for specific occasions
(4) Organization. The student organizes speeches. The student is expected to:	(C) choose logical patterns of organization for bodies of speech	(i) choose logical patterns of organization for bodies of speech
(4) Organization. The student organizes speeches. The student is expected to:	(D) prepare outlines reflecting logical organization	(i) prepare outlines reflecting logical organization
(4) Organization. The student organizes speeches. The student is expected to:	(E) analyze and evaluate the organization of oral or written speech models	(i) analyze the organization of oral or written speech models
(4) Organization. The student organizes speeches. The student is expected to:	(E) analyze and evaluate the organization of oral or written speech models	(ii) evaluate the organization of oral or written speech models

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(i) analyze the implications of the audience as a basis for choosing proofs for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(ii) analyze the implications of the occasion as a basis for choosing proofs for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(iii) analyze the implications of the topic as a basis for choosing proofs for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(iv) analyze the implications of the purpose as a basis for choosing proofs for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(v) analyze the implications of the audience as a basis for choosing appeals for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(vi) analyze the implications of the occasion as a basis for choosing appeals for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(vii) analyze the implications of the topic as a basis for choosing appeals for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(A) analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches	(viii) analyze the implications of the purpose as a basis for choosing appeals for speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(B) choose logical proofs and appeals that meet standard tests of evidence	(i) choose logical proofs that meet standard tests of evidence
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(B) choose logical proofs and appeals that meet standard tests of evidence	(ii) choose logical appeals that meet standard tests of evidence

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(i) use logical proofs to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(ii) use logical proofs to clarify claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(iii) use ethical proofs to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(iv) use ethical proofs to clarify claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(v) use emotional proofs to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(vi) use emotional proofs to clarify claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(vii) use logical appeals to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(viii) use logical appeals to clarify claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(ix) use ethical appeals to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(x) use ethical appeals to clarify claims in speeches

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(xi) use emotional appeals to support claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(xii) use emotional appeals to clarify claims in speeches
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(i) choose proofs that enhance a specific topic
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(ii) choose proofs that enhance a specific purpose
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(iii) choose proofs that enhance a specific tone
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(iv) choose appeals that enhance a specific topic
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(v) choose appeals that enhance a specific purpose
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone	(vi) choose appeals that enhance a specific tone
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(E) choose and develop appropriate devices for introductions and conclusions	(i) choose appropriate devices for introductions
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(E) choose and develop appropriate devices for introductions and conclusions	(ii) choose appropriate devices for conclusions

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(E) choose and develop appropriate devices for introductions and conclusions	(iii) develop appropriate devices for introductions
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(E) choose and develop appropriate devices for introductions and conclusions	(iv) develop appropriate devices for conclusions
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(F) choose or produce effective visual supports	(i) choose or produce effective visual supports
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(G) analyze and evaluate the proofs and appeals used in oral or written speech models	(i) analyze the proofs used in oral or written speech models
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(G) analyze and evaluate the proofs and appeals used in oral or written speech models	(ii) evaluate the proofs used in oral or written speech models
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(G) analyze and evaluate the proofs and appeals used in oral or written speech models	(iii) analyze the appeals used in oral or written speech models
(5) Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to:	(G) analyze and evaluate the proofs and appeals used in oral or written speech models	(iv) evaluate the appeals used in oral or written speech models
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(A) distinguish between oral and written language styles	(i) distinguish between oral and written language styles
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(B) write manuscripts to facilitate language choices and enhance oral style	(i) write manuscripts to facilitate language choices
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(B) write manuscripts to facilitate language choices and enhance oral style	(ii) write manuscripts to enhance oral style

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(i) use rhetorical devices to achieve clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(ii) use rhetorical devices to achieve force
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(iii) use rhetorical devices to achieve aesthetic effect
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(iv) use stylistic devices to achieve clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(v) use stylistic devices to achieve force
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(C) use rhetorical and stylistic devices to achieve clarity, force, and aesthetic effect	(vi) use stylistic devices to achieve aesthetic effect
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(D) use informal, standard, and technical language appropriately	(i) use informal language appropriately
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(D) use informal, standard, and technical language appropriately	(ii) use standard language appropriately
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(D) use informal, standard, and technical language appropriately	(iii) use technical language appropriately
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity	(i) employ previews to enhance clarity

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity	(ii) employ transitions to enhance clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity	(iii) employ summaries to enhance clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity	(iv) employ signposts to enhance clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(E) employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity	(v) employ other appropriate rhetorical strategies to enhance clarity
(6) Style. The student develops skills in using oral language in public speeches. The student is expected to:	(F) evaluate a speaker's style in oral or written speech models	(i) evaluate a speaker's style in oral or written speech models
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(i) employ techniques to reduce communication apprehension
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(ii) employ techniques to develop self-confidence
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(iii) employ techniques to facilitate command of information

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(iv) employ techniques to facilitate command of ideas
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(v) employ strategies to reduce communication apprehension
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(vi) employ strategies to develop self-confidence
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(vii) employ strategies to facilitate command of information
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(viii) employ strategies to facilitate command of ideas
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(B) rehearse and employ a variety of delivery strategies	(i) rehearse a variety of delivery strategies
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(B) rehearse and employ a variety of delivery strategies	(ii) employ a variety of delivery strategies
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(C) develop verbal, vocal, and physical skills to enhance presentations	(i) develop verbal skills to enhance presentations

Knowledge and Skills Statement	Student Expectation	Breakout
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(C) develop verbal, vocal, and physical skills to enhance presentations	(ii) develop vocal skills to enhance presentations
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(C) develop verbal, vocal, and physical skills to enhance presentations	(iii) develop physical skills to enhance presentations
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(D) use notes, manuscripts, rostrum, visual aids, and/or electronic devices	(i) use notes, manuscripts, rostrum, visual aids, and/or electronic devices
(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to:	(E) interact with audiences appropriately	(i) interact with audiences appropriately
(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:	(A) use critical, deliberative, and appreciative listening skills to evaluate speeches	(i) use critical listening skills to evaluate speeches
(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:	(A) use critical, deliberative, and appreciative listening skills to evaluate speeches	(ii) use deliberative listening skills to evaluate speeches
(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:	(A) use critical, deliberative, and appreciative listening skills to evaluate speeches	(iii) use appreciative listening skills to evaluate speeches
(8) Evaluation. The student analyzes and evaluates speeches. The student is expected to:	(B) critique speeches using knowledge of rhetorical principles	(i) critique speeches using knowledge of rhetorical principles