

Main Criteria: Introduction to Public Speaking

Secondary Criteria: Texas Essential Knowledge and Skills (TEKS)

Subject: Language Arts

Grade: 12

Introduction to Public Speaking

Week 01: Memory and Delivery Techniques; Deliver Speech from KWO, p. 9-16

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

TEKS **110.36.** **English Language Arts and Reading, English I (One Credit), Adopted 2017.**

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| STUDENT EXPECTATION | 110.36.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c. 1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
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| GRADE LEVEL EXPECTATION | 110.36.c. 1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
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TEKS **110.36.** **English Language Arts and Reading, English I (One Credit), Adopted 2017.**

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| STUDENT EXPECTATION | 110.36.c. 4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c. 4.F. | Make inferences and use evidence to support understanding. |
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| GRADE LEVEL EXPECTATION | 110.36.c. 4.G. | Evaluate details read to determine key ideas. |
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| GRADE LEVEL EXPECTATION | 110.36.c. 4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
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TEKS **110.36.** **English Language Arts and Reading, English I (One Credit), Adopted 2017.**

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| STUDENT EXPECTATION | 110.36.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c. 5.C. | Use text evidence and original commentary to support a comprehensive response. |
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| GRADE LEVEL EXPECTATION | 110.36.c. 5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
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| GRADE LEVEL EXPECTATION | 110.36.c. 5.G. | Discuss and write about the explicit or implicit meanings of text. |
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| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.7.D. | Analyze characteristics and structural elements of informational texts such as: |
| INDICATOR | 110.36.c.7.D.i. | Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.37.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.37.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.C. | Use text evidence and original commentary to support an interpretive response. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.G. | Discuss and write about the explicit or implicit meanings of text. |

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| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.7.D. | Analyze characteristics and structural elements of informational texts such as: |
| INDICATOR | 110.37.c.7.D.i. | Clear thesis, relevant supporting evidence, pertinent examples, and conclusion. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.C. | Use text evidence and original commentary to support an analytic response. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.G. | Discuss and write about the explicit and implicit meanings of text. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.7.B. Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.38.c.7.D. | Analyze characteristics and structural elements of informational texts such as: |
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INDICATOR 110.38.c.7.D.i. Clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.10.F. Compose rhetorical analysis using genre characteristics and craft.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.1.C. Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.39.c.1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.4.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 110.39.c.4.G. Evaluate details read to analyze key ideas.

GRADE LEVEL EXPECTATION 110.39.c.4.I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.C. | Use text evidence and original commentary to support an analytic response. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.G. | Discuss and write about the explicit and implicit meanings of text. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.7.B. | Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.7.D. | Critique and evaluate characteristics and structural elements of informational texts such as: |
| INDICATOR | 110.39.c.7.D.i. | Clear thesis, effective supporting evidence, pertinent examples, commentary, summary, and conclusion. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.10.F. | Compose rhetorical analysis using genre characteristics and craft. |

Grade 12 - Adopted: 2011

TEKS 110.46. Independent Study in English (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.46.b.1. | The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b.1.A. | Read widely for further study. |

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.1. | The student uses a variety of word recognition strategies. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.1.A. Apply knowledge of letter-sound correspondences, language structure, and context to recognize words.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.2. | The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.2.A. Expand vocabulary by reading, viewing, listening, and discussing.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.3. | The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.3.D. Read to gain content/background knowledge as well as insight about oneself, others, or the world.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.4. | The student comprehends texts using effective strategies. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.4.C. Self-monitor reading and adjust when confusion occurs by using appropriate strategies.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.5. | The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.5.B. Identify explicit and implicit meanings of texts.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.6. | The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.6.A. Identify and analyze the audience, purpose, and message of the text.

GRADE LEVEL EXPECTATION 110.47.b.6.C. Analyze the presentation of information and the strength of quality of the evidence used by the author.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.7.A. Read silently or orally such as paired reading or literature circles for sustained periods of time.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b. 8. | The student formulates and supports responses to a wide variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 8.A. | Respond actively to texts in both aesthetic and critical ways. |
| GRADE LEVEL EXPECTATION | 110.47.b. 8.B. | Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. |
| GRADE LEVEL EXPECTATION | 110.47.b. 8.D. | Support responses with explicit textual information. |

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b. 9. | The student reads and responds to informational texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 9.E. | Communicate information gained from reading. |

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b. 1. | The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 1.A. | Read self-selected and assigned texts from varied sources such as literature, literary non-fiction, expository, electronic texts, and other media. |

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b. 2. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 2.A. | Expand vocabulary through wide reading, viewing, listening, and discussion. |
| GRADE LEVEL EXPECTATION | 110.48.b. 2.F. | Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. |

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b. 3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 3.A. | Use self-monitoring reading strategies to make modifications when understanding breaks down. |

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b. 4. | The student reads critically to evaluate texts and the authority of sources. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 4.E. | Identify explicit and implicit textual information in text. |

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| GRADE LEVEL EXPECTATION | 110.48.b.4.F. | Support complex inferences with text evidence and experience. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.5. | The student uses study strategies to learn from a variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.5.A. | Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.6. | The student expresses and supports responses to various types of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.6.A. | Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts. |
| GRADE LEVEL EXPECTATION | 110.48.b.6.C. | Evaluate personal responses to reading for evidence of growth. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.1. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.1.A. | Expand vocabulary through wide reading, listening, and discussion. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.54.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.3. | The student reads and writes for a variety of audiences and purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.3.A. | Read a variety of informational text. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.5. | The student analyzes informational text. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.5.A. | Use effective reading strategies to determine a written work's purpose and intended audience. |
| GRADE LEVEL EXPECTATION | 110.54.b.5.B. | Identify explicit and implicit textual information, including main ideas and author's purpose. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b.4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.B. | Discuss conditions that encourage creativity. |

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| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.C. | Select and limit purposes for speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |

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| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.E. | Employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |

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| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.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. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.B. | Determine specific topics and purposes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b. 6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.59.b. 6.C. Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 3. | Produce. The student produces the final product for the project. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.61.b. 3.D. Organize and outline the text for the presentation.

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 4. | Rehearse and present. The student presents the final product. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.61.b. 4.B. Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation.

GRADE LEVEL EXPECTATION 110.61.b. 4.C. Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation.

Week 02: Speaker Evaluation Techniques; Structure of a Basic Speech, p. 17-28

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c. 1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.36.c. 1.C. Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.36.c. 1.D. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c. 4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.4.D. | Create mental images to deepen understanding. |
| GRADE LEVEL EXPECTATION | 110.36.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.36.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.36.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
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TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.C. | Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.4.D. | Create mental images to deepen understanding. |
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| GRADE LEVEL EXPECTATION | 110.37.c.4.F. | Make inferences and use evidence to support understanding. |
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| GRADE LEVEL EXPECTATION | 110.37.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.37.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.4.D. | Create mental images to deepen understanding. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.G. | Evaluate details read to determine key ideas. |

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| GRADE LEVEL EXPECTATION | 110.38.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.7.B. | Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.4.D. | Create mental images to deepen understanding. |
| GRADE LEVEL EXPECTATION | 110.39.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.39.c.4.G. | Evaluate details read to analyze key ideas. |

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| GRADE LEVEL EXPECTATION | 110.39.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.7.B. | Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

Grade 12 - Adopted: 2011

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| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b.1. | The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b.1.A. | Read widely for further study. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.1. | The student uses a variety of word recognition strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.1.A. | Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.2. | The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.2.A. | Expand vocabulary by reading, viewing, listening, and discussing. |

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.3. | The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.3.D. Read to gain content/background knowledge as well as insight about oneself, others, or the world.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.4. | The student comprehends texts using effective strategies. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.4.C. Self-monitor reading and adjust when confusion occurs by using appropriate strategies.

GRADE LEVEL EXPECTATION 110.47.b.4.E. Construct visual images based on text descriptions.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.5. | The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.5.B. Identify explicit and implicit meanings of texts.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.6. | The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.6.A. Identify and analyze the audience, purpose, and message of the text.

GRADE LEVEL EXPECTATION 110.47.b.6.C. Analyze the presentation of information and the strength of quality of the evidence used by the author.

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.8. | The student formulates and supports responses to a wide variety of texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.47.b.8.B. Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation.

GRADE LEVEL EXPECTATION 110.47.b.8.D. Support responses with explicit textual information.

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b.2. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.48.b.2.A. Expand vocabulary through wide reading, viewing, listening, and discussion.

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| GRADE LEVEL EXPECTATION | 110.48.b.2.F. | Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.3.A. | Use self-monitoring reading strategies to make modifications when understanding breaks down. |
| GRADE LEVEL EXPECTATION | 110.48.b.3.D. | Construct images based on text descriptions. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.4. | The student reads critically to evaluate texts and the authority of sources. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.4.E. | Identify explicit and implicit textual information in text. |
| GRADE LEVEL EXPECTATION | 110.48.b.4.F. | Support complex inferences with text evidence and experience. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.5. | The student uses study strategies to learn from a variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.5.A. | Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.6. | The student expresses and supports responses to various types of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.6.A. | Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts. |
| GRADE LEVEL EXPECTATION | 110.48.b.6.C. | Evaluate personal responses to reading for evidence of growth. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.1. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.51.b.1.A. | Expand vocabulary through wide reading, listening, and discussion. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b.4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |

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| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.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. |

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| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.4.D. | Create mental images to deepen understanding. |

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| GRADE LEVEL EXPECTATION | 110.36.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.36.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.36.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.36.c.9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.36.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.D. | Edit drafts using standard English conventions, including: |
| INDICATOR | 110.36.c.9.D.iv. | Correct capitalization. |
| INDICATOR | 110.36.c.9.D.v. | Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. |
| INDICATOR | 110.36.c.9.D.vi. | Correct spelling. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.9.E. Publish written work for appropriate audiences.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c.1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.37.c.1.C. Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.37.c.1.D. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c.4.D. Create mental images to deepen understanding.

GRADE LEVEL EXPECTATION 110.37.c.4.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 110.37.c.4.G. Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION 110.37.c.4.I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.i. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.37.c.9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.37.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.D. | Edit drafts using standard English conventions, including: |
| INDICATOR | 110.37.c.9.D.iv. | Correct capitalization. |
| INDICATOR | 110.37.c.9.D.v. | Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate. |
| INDICATOR | 110.37.c.9.D.vi. | Correct spelling. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.37.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.4.D. | Create mental images to deepen understanding. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.G. | Evaluate details read to determine key ideas. |
| GRADE LEVEL EXPECTATION | 110.38.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.7.B. | Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.38.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.38.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.38.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c.4.D. | Create mental images to deepen understanding. |
| GRADE LEVEL EXPECTATION | 110.39.c.4.F. | Make inferences and use evidence to support understanding. |
| GRADE LEVEL EXPECTATION | 110.39.c.4.G. | Evaluate details read to analyze key ideas. |
| GRADE LEVEL EXPECTATION | 110.39.c.4.I. | Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.5.I. Reflect on and adjust responses when valid evidence warrants.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.7.B. Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
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INDICATOR 110.39.c.9.B.i. Using strategic organizational structures appropriate to purpose, audience, topic, and context.

INDICATOR 110.39.c.9.B.ii. Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c. 9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

Grade 12 - Adopted: 2011

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| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b. 1. | The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b. 1.A. | Read widely for further study. |
| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b. 2. | The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b. 2.C. | Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. |
| GRADE LEVEL EXPECTATION | 110.46.b. 2.E. | Use writing as a tool such as to reflect, explore, or problem solve. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 1. | The student uses a variety of word recognition strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 1.A. | Apply knowledge of letter-sound correspondences, language structure, and context to recognize words. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 2. | The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 2.A. | Expand vocabulary by reading, viewing, listening, and discussing. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 3. | The student reads for a variety of purposes with multiple sources, both narrative and expository. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 3.D. | Read to gain content/background knowledge as well as insight about oneself, others, or the world. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |

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| STUDENT EXPECTATION | 110.47.b.4. | The student comprehends texts using effective strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.4.C. | Self-monitor reading and adjust when confusion occurs by using appropriate strategies. |
| GRADE LEVEL EXPECTATION | 110.47.b.4.E. | Construct visual images based on text descriptions. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.5. | The student draws complex inferences and analyzes and evaluates information within and across texts of varying lengths. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.5.B. | Identify explicit and implicit meanings of texts. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.6. | The student reads critically to evaluate texts in order to determine the credibility of the sources. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.6.A. | Identify and analyze the audience, purpose, and message of the text. |
| GRADE LEVEL EXPECTATION | 110.47.b.6.C. | Analyze the presentation of information and the strength of quality of the evidence used by the author. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| GRADE LEVEL EXPECTATION | 110.47.b.7.B. | Adjust reading rate based on purposes for reading. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.8. | The student formulates and supports responses to a wide variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.8.B. | Respond to text in multiple ways such as discussion, journal writing, performance, and visual/symbolic representation. |
| GRADE LEVEL EXPECTATION | 110.47.b.8.D. | Support responses with explicit textual information. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.2. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.2.A. | Expand vocabulary through wide reading, viewing, listening, and discussion. |

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| GRADE LEVEL EXPECTATION | 110.48.b.2.F. | Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.3.A. | Use self-monitoring reading strategies to make modifications when understanding breaks down. |
| GRADE LEVEL EXPECTATION | 110.48.b.3.C. | Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. |
| GRADE LEVEL EXPECTATION | 110.48.b.3.D. | Construct images based on text descriptions. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.4. | The student reads critically to evaluate texts and the authority of sources. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.4.E. | Identify explicit and implicit textual information in text. |
| GRADE LEVEL EXPECTATION | 110.48.b.4.F. | Support complex inferences with text evidence and experience. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.5. | The student uses study strategies to learn from a variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.5.A. | Use effective reading strategies to recall material from text such as previewing, skimming, scanning, rereading, and asking relevant questions. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.6. | The student expresses and supports responses to various types of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.6.A. | Respond to literary and informational texts through various modes of communication such as discussions, further reading, presentations, journals, written responses, or visual arts. |
| GRADE LEVEL EXPECTATION | 110.48.b.6.C. | Evaluate personal responses to reading for evidence of growth. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.51.b. 1. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b. 1.A. | Expand vocabulary through wide reading, listening, and discussion. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b. 2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b. 2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b. 5. | The student uses writing as a tool for learning and researching literary genres. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b. 5.A. | Use writing to discover, record, review, and learn. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.A. | Select and apply prewriting strategies to generate ideas, develop voice, and plan. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.G. | Write both independently and collaboratively. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.A. | Apply prewriting strategies to generate ideas and plan. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.B. | Employ precise language and technical vocabulary to communicate ideas clearly and concisely. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.D. | Use effective sequence and transitions to achieve coherence and meaning. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.F. | Edit as appropriate for the conventions of standard written English. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.I. | Write both independently and collaboratively. |

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.54.b. 2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.A. | Apply prewriting strategies to generate ideas and plan. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.D. | Use effective sequence and transitions to achieve coherency. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.F. | Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |

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| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |

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| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |

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| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.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. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |

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| GRADE LEVEL EXPECTATION | 110.58.b. 4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.N. | Evaluate effectiveness of his/her own presentation. |

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b. 6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b. 6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b. 8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.D. | Set goals for future performances based on evaluation. |

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 1.B. | Review the research related to the topics identified. |

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |

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| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.4.D. | Create mental images to deepen understanding. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.5.I. Reflect on and adjust responses when valid evidence warrants.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
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INDICATOR 110.36.c.9.B.i. Using an organizing structure appropriate to purpose, audience, topic, and context.

INDICATOR 110.36.c.9.B.ii. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.9.D. | Edit drafts using standard English conventions, including: |
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INDICATOR 110.36.c.9.D.iv. Correct capitalization.

INDICATOR 110.36.c.9.D.v. Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate.

INDICATOR 110.36.c.9.D.vi. Correct spelling.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.9.E. Publish written work for appropriate audiences.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.C. | Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.4.D. | Create mental images to deepen understanding. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.37.c.9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.37.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.D. | Edit drafts using standard English conventions, including: |
| INDICATOR | 110.37.c.9.D.iv. | Correct capitalization. |

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| INDICATOR | 110.37.c. 9.D.v. | Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate. |
| INDICATOR | 110.37.c. 9.D.vi. | Correct spelling. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c. 11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c. 1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.38.c. 1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c. 4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c. 4.D. | Create mental images to deepen understanding. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c. 5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.7.B. | Analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.38.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.38.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c.4.D. | Create mental images to deepen understanding. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.7.B. | Analyze the effects of sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods and cultures. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.39.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.39.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

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| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b.2. | The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.46.b.2.C. | Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. |
| GRADE LEVEL EXPECTATION | 110.46.b.2.E. | Use writing as a tool such as to reflect, explore, or problem solve. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.4. | The student comprehends texts using effective strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.4.E. | Construct visual images based on text descriptions. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.1. | The student reads widely for a variety of purposes from numerous sources and cultures. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.1.B. | Read for various purposes such as to be entertained, to appreciate a writer's craft, to be informed, to take action, and to discover models for writing. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.3.D. | Construct images based on text descriptions. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.3. | The student reads critically to evaluate texts and the authority of sources. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.51.b.3.D. | Examine strategies that writers in different fields use to compose. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.5. | The student uses writing as a tool for learning and researching literary genres. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.5.A. | Use writing to discover, record, review, and learn. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b.2.G. | Write both independently and collaboratively. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.4. | The student evaluates his/her own writing and the writings of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.4.A. | Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.2.B. | Employ precise language and technical vocabulary to communicate ideas clearly and concisely. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.D. | Use effective sequence and transitions to achieve coherence and meaning. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.F. | Edit as appropriate for the conventions of standard written English. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.I. | Write both independently and collaboratively. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.5. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.5.A. | Analyze and discuss published pieces as writing models. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.54.b. 2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.D. | Use effective sequence and transitions to achieve coherency. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.F. | Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b. 4. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b. 4.B. | Analyze and discuss published pieces as writing models. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |

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| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |

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| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |

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| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.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. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |

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| GRADE LEVEL EXPECTATION | 110.58.b. 4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b. 6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b. 6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b. 8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b. 8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b. 1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b. 3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |

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| GRADE LEVEL EXPECTATION | 110.61.b. 3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b. 3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b. 4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b. 4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b. 5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b. 5.A. | Use strategies to evaluate the project and the presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c. 1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c. 1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c. 1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.H. | Respond orally or in writing with appropriate register, vocabulary, tone, and voice. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.6.A. | Analyze how themes are developed through characterization and plot in a variety of literary texts. |
| GRADE LEVEL EXPECTATION | 110.36.c.6.B. | Analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils. |
| GRADE LEVEL EXPECTATION | 110.36.c.6.D. | Analyze how the setting influences the theme. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |

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| INDICATOR | 110.36.c.9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.36.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.D. | Edit drafts using standard English conventions, including: |

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| INDICATOR | 110.36.c.9.D.iv. | Correct capitalization. |
| INDICATOR | 110.36.c.9.D.v. | Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. |
| INDICATOR | 110.36.c.9.D.vi. | Correct spelling. |

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c. 9.E. Publish written work for appropriate audiences.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.37.c. 1.C. Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.37.c. 1.D. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 5.F. Respond using acquired content and academic vocabulary as appropriate.

GRADE LEVEL EXPECTATION 110.37.c. 5.H. Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

GRADE LEVEL EXPECTATION 110.37.c. 5.I. Reflect on and adjust responses when valid evidence warrants.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 6.A. Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 9.B. Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by:

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| INDICATOR | 110.37.c. 9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.37.c. 9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 9.D. | Edit drafts using standard English conventions, including: |
| INDICATOR | 110.37.c. 9.D.iv. | Correct capitalization. |
| INDICATOR | 110.37.c. 9.D.v. | Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate. |
| INDICATOR | 110.37.c. 9.D.vi. | Correct spelling. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c. 1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.38.c. 1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c. 5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.38.c. 5.H. | Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice. |

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| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.6.A. | Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. |
| GRADE LEVEL EXPECTATION | 110.38.c.6.B. | Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.38.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.38.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.H. | Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c.6.A. | Analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts. |
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| GRADE LEVEL EXPECTATION | 110.39.c.6.B. | Analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme. |
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c.7.C. | Analyze and evaluate how the relationships among the dramatic elements advance the plot. |
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
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| INDICATOR | 110.39.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
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| INDICATOR | 110.39.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.39.c.9.E. | Publish written work for appropriate audiences. |
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Grade 12 - Adopted: 2011

TEKS 110.46. Independent Study in English (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.46.b. 1. | The student inquires through reading literature and researching self-selected and assigned topics. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b. 1.A. | Read widely for further study. |
| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b. 2. | The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.46.b. 2.C. | Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. |
| GRADE LEVEL EXPECTATION | 110.46.b. 2.E. | Use writing as a tool such as to reflect, explore, or problem solve. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| GRADE LEVEL EXPECTATION | 110.47.b. 7.B. | Adjust reading rate based on purposes for reading. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b. 3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 3.C. | Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b. 2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b. 2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b. 2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b. 2.B. | Propose and provide examples of themes that cross texts. |
| GRADE LEVEL EXPECTATION | 110.51.b. 2.D. | Analyze relevance of setting and time frame to text's meaning. |
| GRADE LEVEL EXPECTATION | 110.51.b. 2.E. | Identify basic conflicts. |

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| GRADE LEVEL EXPECTATION | 110.51.b.2.F. | Describe the development of plot and how conflicts are addressed and resolved. |
| GRADE LEVEL EXPECTATION | 110.51.b.2.G. | Analyze characters' traits, motivations, changes, and stereotypical features. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.5. | The student uses writing as a tool for learning and researching literary genres. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.5.A. | Use writing to discover, record, review, and learn. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.1. | The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.1.B. | Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.2.G. | Write both independently and collaboratively. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.2.B. | Employ precise language and technical vocabulary to communicate ideas clearly and concisely. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.D. | Use effective sequence and transitions to achieve coherence and meaning. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.F. | Edit as appropriate for the conventions of standard written English. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.I. | Write both independently and collaboratively. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.2.D. | Use effective sequence and transitions to achieve coherency. |

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| GRADE LEVEL EXPECTATION | 110.54.b. 2.F. | Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.57.b. 1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b. 3.C. | Select and limit purposes for speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.57.b. 5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 6.E. | Employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity. |
| GRADE LEVEL EXPECTATION | 110.57.b. 6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b. 7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b. 7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b. 7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b. 7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b. 1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.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. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.B. | Determine specific topics and purposes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |

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| GRADE LEVEL EXPECTATION | 110.58.b.4.E. | Use information effectively to support and clarify points in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.59.b.6.C. Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause.

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.59.b.8.A. Listen critically and appreciatively and respond appropriately to the performances of others.

GRADE LEVEL EXPECTATION 110.59.b.8.B. Analyze and evaluate various performance styles.

GRADE LEVEL EXPECTATION 110.59.b.8.C. Use a variety of techniques to evaluate and critique one's own and others' performances.

GRADE LEVEL EXPECTATION 110.59.b.8.D. Set goals for future performances based on evaluation.

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.61.b.1.B. Review the research related to the topics identified.

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
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| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
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| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
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| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |
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Week 06: Two Primary Speech Goals, p. 63-66

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
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| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
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| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
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| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.5.H. | Respond orally or in writing with appropriate register, vocabulary, tone, and voice. |
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| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.H. | Respond orally or in writing with appropriate register, vocabulary, tone, and voice. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.H. | Respond orally or in writing with appropriate register and effective vocabulary, tone, and voice. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.H. | Respond orally or in writing with appropriate register and purposeful vocabulary, tone, and voice. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |

Grade 12 - Adopted: 2011

TEKS **110.47.** **Reading I, II, III (One-Half to Three Credits).**

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| STUDENT EXPECTATION | 110.47.b.1. | The student uses a variety of word recognition strategies. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.47.b.1.B. | Use reference guides such as dictionaries, glossaries, and available technology to determine pronunciations of unfamiliar words. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.1. | The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.1.B. | Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing. |
| GRADE LEVEL EXPECTATION | 110.52.b.1.F. | Use word choice, sentence structure, and repetition to create tone. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b.2.E. | Revise drafts by rethinking content, organization, and style. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.4. | The student evaluates his/her own writing and the writings of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.4.A. | Analyze and discuss published pieces as writing models such as use of suspense, repetition for emphasis, various points of view, literary devices, and figurative language. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |

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| GRADE LEVEL EXPECTATION | 110.54.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |

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| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.3. | Research. The student uses relevant research to promote understanding of literary works. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.3.B. | Research the author, author's works, literary criticism, allusions in the text, and definitions and pronunciations of words to enhance understanding and appreciation of the chosen text. |

TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b. 6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.59.b. 6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
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| GRADE LEVEL EXPECTATION | 110.59.b. 6.D. | Justify the use of dialect, pronunciation, enunciation, or articulation. |
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TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b. 8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.59.b. 8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
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| GRADE LEVEL EXPECTATION | 110.59.b. 8.B. | Analyze and evaluate various performance styles. |
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| GRADE LEVEL EXPECTATION | 110.59.b. 8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
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| GRADE LEVEL EXPECTATION | 110.59.b. 8.D. | Set goals for future performances based on evaluation. |
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TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 1. | Propose. The student plans and designs an independent study project. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b. 1.B. | Review the research related to the topics identified. |
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TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 3. | Produce. The student produces the final product for the project. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b. 3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
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| GRADE LEVEL EXPECTATION | 110.61.b. 3.D. | Organize and outline the text for the presentation. |
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| GRADE LEVEL EXPECTATION | 110.61.b. 3.G. | Review and revise plans, outlines, and scripts with the teacher. |
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TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b. 4. | Rehearse and present. The student presents the final product. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.9.A. Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.36.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
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INDICATOR 110.36.c.9.B.i. Using an organizing structure appropriate to purpose, audience, topic, and context.

INDICATOR 110.36.c.9.B.ii. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.9.E. Publish written work for appropriate audiences.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.11.C. Develop and revise a plan.

GRADE LEVEL EXPECTATION 110.36.c.11.F. Synthesize information from a variety of sources.

GRADE LEVEL EXPECTATION 110.36.c.11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

GRADE LEVEL EXPECTATION 110.36.c.11.I. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c.1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

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| GRADE LEVEL EXPECTATION | 110.37.c.1.C. | Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.6.B. | Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. |
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| GRADE LEVEL EXPECTATION | 110.37.c.6.D. | Analyze how historical and cultural settings influence characterization, plot, and theme across texts. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
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| INDICATOR | 110.37.c.9.B.i. | Using an organizing structure appropriate to purpose, audience, topic, and context. |
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| INDICATOR | 110.37.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 9.E. Publish written work for appropriate audiences.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 11.C. Develop and revise a plan.

GRADE LEVEL EXPECTATION 110.37.c. 11.F. Synthesize information from a variety of sources.

GRADE LEVEL EXPECTATION 110.37.c. 11.H. Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism.

GRADE LEVEL EXPECTATION 110.37.c. 11.I. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c. 1.C. Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

GRADE LEVEL EXPECTATION 110.38.c. 1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c. 5.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

GRADE LEVEL EXPECTATION 110.38.c. 5.F. Respond using acquired content and academic vocabulary as appropriate.

GRADE LEVEL EXPECTATION 110.38.c. 5.I. Reflect on and adjust responses when valid evidence warrants.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.6.D. | Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.38.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.38.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.D. | Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. |
| GRADE LEVEL EXPECTATION | 110.38.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.F. | Synthesize information from a variety of sources. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

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| GRADE LEVEL EXPECTATION | 110.38.c.11.i. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.6.D. | Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |

| | | |
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| INDICATOR | 110.39.c.9.B.i. | Using strategic organizational structures appropriate to purpose, audience, topic, and context. |
| INDICATOR | 110.39.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c.9.D. | Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. |
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| GRADE LEVEL EXPECTATION | 110.39.c.9.E. | Publish written work for appropriate audiences. |
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| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c.11.C. | Develop and revise a plan. |
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| GRADE LEVEL EXPECTATION | 110.39.c.11.F. | Synthesize information from a variety of sources. |
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| GRADE LEVEL EXPECTATION | 110.39.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
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| GRADE LEVEL EXPECTATION | 110.39.c.11.I. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
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Grade 12 - Adopted: 2011

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| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b.2. | The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.46.b.2.C. | Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. |
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| GRADE LEVEL EXPECTATION | 110.46.b.2.D. | Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. |
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| GRADE LEVEL EXPECTATION | 110.46.b.2.E. | Use writing as a tool such as to reflect, explore, or problem solve. |
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| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b.7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.47.b.7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| GRADE LEVEL EXPECTATION | 110.47.b.7.B. | Adjust reading rate based on purposes for reading. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.3.C. | Establish purposes for reading such as to discover, to understand, to interpret, to enjoy, and to solve problems. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b.5. | The student uses study strategies to learn from a variety of texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.5.C. | Use text features and graphics such as headings, tables, sidebars, photographs, and captions to form an overview of informational texts and to determine where to locate information. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.2.C. | Connect literature to historical context, current events, and his/her own experiences. |
| GRADE LEVEL EXPECTATION | 110.51.b.2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b.5. | The student uses writing as a tool for learning and researching literary genres. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.5.A. | Use writing to discover, record, review, and learn. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.1. | The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.1.B. | Demonstrate the distinguishing characteristics of various written forms such as fictional writing, short stories, poetry, and drama in his/her own writing. |

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| GRADE LEVEL EXPECTATION | 110.52.b.1.C. | Elaborate writing when appropriate such as using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.2.A. | Select and apply prewriting strategies to generate ideas, develop voice, and plan. |
| GRADE LEVEL EXPECTATION | 110.52.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b.2.F. | Frequently refine selected pieces to publish for general and specific audiences. |
| GRADE LEVEL EXPECTATION | 110.52.b.2.G. | Write both independently and collaboratively. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b.4. | The student evaluates his/her own writing and the writings of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b.4.B. | Generate and apply peer and self-assessment. |
| GRADE LEVEL EXPECTATION | 110.52.b.4.C. | Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.2.A. | Apply prewriting strategies to generate ideas and plan. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.B. | Employ precise language and technical vocabulary to communicate ideas clearly and concisely. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.D. | Use effective sequence and transitions to achieve coherence and meaning. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.F. | Edit as appropriate for the conventions of standard written English. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.G. | Use resources such as texts and other people for editing. |
| GRADE LEVEL EXPECTATION | 110.53.b.2.H. | Use available technology for aspects of creating, revising, editing, and publishing texts. |

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| GRADE LEVEL EXPECTATION | 110.53.b.2.I. | Write both independently and collaboratively. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.5. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.5.B. | Apply criteria to evaluate writing. |
| GRADE LEVEL EXPECTATION | 110.53.b.5.C. | Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.2.A. | Apply prewriting strategies to generate ideas and plan. |
| GRADE LEVEL EXPECTATION | 110.54.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b.2.D. | Use effective sequence and transitions to achieve coherency. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.4. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.4.A. | Evaluate how well writing achieves its purposes. |
| GRADE LEVEL EXPECTATION | 110.54.b.4.C. | Review written work to determine its strengths and weaknesses and to set goals as a writer. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |

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| GRADE LEVEL EXPECTATION | 110.55.b.3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b.4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |

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| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.C. | Select and limit purposes for speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |

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| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.E. | Employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity. |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |

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| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.B. | Determine specific topics and purposes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.E. | Use information effectively to support and clarify points in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |

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| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |

TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.61.b.5.A. Use strategies to evaluate the project and the presentation.

TEKS 110.62. Journalism (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.62.b.3. | The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.62.b.3.I. Revise and edit copy using appropriate copy editing symbols.

GRADE LEVEL EXPECTATION 110.62.b.3.J. Rewrite copy.

TEKS 110.63. Independent Study in Journalism (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.63.b.1. | The student refines and enhances journalistic skills. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.63.b.1.E. Link related information and ideas from a variety of sources.

Week 08: Three Modes of Persuasion, p. 79-82

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.1.A. Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

GRADE LEVEL EXPECTATION 110.36.c.1.D. Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.36.c.4.D. Create mental images to deepen understanding.

TEKS 110.36. English Language Arts and Reading, English I (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.4.D. | Create mental images to deepen understanding. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.37.c.6.B. | Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. |
| GRADE LEVEL EXPECTATION | 110.37.c.6.D. | Analyze how historical and cultural settings influence characterization, plot, and theme across texts. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.4.D. | Create mental images to deepen understanding. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.38.c.6.D. | Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.4. | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.4.D. | Create mental images to deepen understanding. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.39.c. 6.D. | Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

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| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 4. | The student comprehends texts using effective strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 4.E. | Construct visual images based on text descriptions. |
| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| TEKS | 110.48. | College Readiness and Study Skills (One-Half Credit). |
| STUDENT EXPECTATION | 110.48.b. 3. | The student comprehends texts using a variety of strategies. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b. 3.D. | Construct images based on text descriptions. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b. 2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b. 2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b. 2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.51.b. 2.C. | Connect literature to historical context, current events, and his/her own experiences. |
| GRADE LEVEL EXPECTATION | 110.51.b. 2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 1. | The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b. 1.A. | Write expressive, informative, and persuasive literary texts effectively. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.E. | Revise drafts by rethinking content, organization, and style. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b. 1. | The student writes for a variety of purposes and audiences. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 1.A. | Write informative and persuasive texts, including essays, reports, and proposals. |
| GRADE LEVEL EXPECTATION | 110.53.b. 1.B. | Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b. 2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.54.b.3. | The student reads and writes for a variety of audiences and purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.3.B. | Write informational text. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b.4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |

TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
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TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
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| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
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| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
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| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
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TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
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TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
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| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
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| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
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| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
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| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
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TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.F. | Choose or produce effective visual supports. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |

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| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.36.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.36.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.D. | Edit drafts using standard English conventions, including: |
| INDICATOR | 110.36.c.9.D.iv. | Correct capitalization. |
| INDICATOR | 110.36.c.9.D.v. | Punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate. |
| INDICATOR | 110.36.c.9.D.vi. | Correct spelling. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.36.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.10.C. | Compose argumentative texts using genre characteristics and craft. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.36.c.11.F. | Synthesize information from a variety of sources. |
| GRADE LEVEL EXPECTATION | 110.36.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| GRADE LEVEL EXPECTATION | 110.36.c.11.I. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.C. | Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |

INDICATOR 110.37.c. 9.B.ii. Developing an engaging idea reflecting depth of thought with specific details, examples, and commentary.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 9.C. Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c. 9.D. | Edit drafts using standard English conventions, including: |

INDICATOR 110.37.c. 9.D.iv. Correct capitalization.

INDICATOR 110.37.c. 9.D.v. Punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate.

INDICATOR 110.37.c. 9.D.vi. Correct spelling.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 9.E. Publish written work for appropriate audiences.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c. 10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c. 10.C. Compose argumentative texts using genre characteristics and craft.

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.37.c.11.F. | Synthesize information from a variety of sources. |
| GRADE LEVEL EXPECTATION | 110.37.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| GRADE LEVEL EXPECTATION | 110.37.c.11.I. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.38.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| GRADE LEVEL EXPECTATION | 110.38.c.9.D. | Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. |
| GRADE LEVEL EXPECTATION | 110.38.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.10.C. | Compose argumentative texts using genre characteristics and craft. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.F. | Synthesize information from a variety of sources. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.I. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.E. | Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.B. | Develop drafts into a focused, structured, and coherent piece of writing in timed and open-ended situations by: |
| INDICATOR | 110.39.c.9.B.ii. | Developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| GRADE LEVEL EXPECTATION | 110.39.c.9.D. | Edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c.9.E. | Publish written work for appropriate audiences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.10.C. | Compose argumentative texts using genre characteristics and craft. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.39.c.11.F. | Synthesize information from a variety of sources. |

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| GRADE LEVEL EXPECTATION | 110.39.c. 11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| GRADE LEVEL EXPECTATION | 110.39.c. 11.I. | Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. |

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| TEKS | 110.46. | Independent Study in English (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.46.b. 2. | The student uses writing as a tool for learning and research. The student produces visual representations that communicate with others. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.46.b. 2.C. | Use writing to organize and support what is known and needs to be learned about a topic, including discovering, recording, reviewing, and learning. |
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| GRADE LEVEL EXPECTATION | 110.46.b. 2.D. | Compile written ideas and representations; interpret information into reports, summaries, or other formats; and draw conclusions. |
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| GRADE LEVEL EXPECTATION | 110.46.b. 2.E. | Use writing as a tool such as to reflect, explore, or problem solve. |
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| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.47.b. 7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
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| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b. 2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.49.b. 2.B. | Compare and contrast media with other art forms. |
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| TEKS | 110.51. | Literary Genres (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.51.b. 5. | The student uses writing as a tool for learning and researching literary genres. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.51.b. 5.A. | Use writing to discover, record, review, and learn. |
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| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 1. | The student writes for a variety of audiences and purposes to develop versatility as a writer. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.52.b. 1.A. | Write expressive, informative, and persuasive literary texts effectively. |
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| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.52.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.E. | Revise drafts by rethinking content, organization, and style. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.F. | Frequently refine selected pieces to publish for general and specific audiences. |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.G. | Write both independently and collaboratively. |

TEKS 110.52. Creative Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.52.b. 4. | The student evaluates his/her own writing and the writings of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b. 4.B. | Generate and apply peer and self-assessment. |
| GRADE LEVEL EXPECTATION | 110.52.b. 4.C. | Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer. |

TEKS 110.53. Research and Technical Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.53.b. 1. | The student writes for a variety of purposes and audiences. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 1.A. | Write informative and persuasive texts, including essays, reports, and proposals. |
| GRADE LEVEL EXPECTATION | 110.53.b. 1.B. | Use the distinguishing characteristics of various written forms, including essays, scientific reports, speeches, and memoranda. |

TEKS 110.53. Research and Technical Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.53.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.D. | Use effective sequence and transitions to achieve coherence and meaning. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.F. | Edit as appropriate for the conventions of standard written English. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.G. | Use resources such as texts and other people for editing. |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.H. | Use available technology for aspects of creating, revising, editing, and publishing texts. |

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| GRADE LEVEL EXPECTATION | 110.53.b.2.I. | Write both independently and collaboratively. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b.5. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b.5.B. | Apply criteria to evaluate writing. |
| GRADE LEVEL EXPECTATION | 110.53.b.5.C. | Accumulate, review, and evaluate his/her own written work to determine its strengths and weaknesses and to set goals as a writer. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b.2.D. | Use effective sequence and transitions to achieve coherency. |
| GRADE LEVEL EXPECTATION | 110.54.b.2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| GRADE LEVEL EXPECTATION | 110.54.b.2.F. | Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.3. | The student reads and writes for a variety of audiences and purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.3.B. | Write informational text. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b.4. | The student evaluates his/her own writing and the writing of others. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b.4.A. | Evaluate how well writing achieves its purposes. |
| GRADE LEVEL EXPECTATION | 110.54.b.4.C. | Review written work to determine its strengths and weaknesses and to set goals as a writer. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.55.b.2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b.4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |

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| STUDENT EXPECTATION | 110.57.b. 2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b. 4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b. 5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |

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| GRADE LEVEL EXPECTATION | 110.57.b.5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.F. | Choose or produce effective visual supports. |

TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
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TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
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| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
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| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
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| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
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| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
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TEKS 110.58. Communication Applications (One-Half Credit).

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| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
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| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
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| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
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TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |

TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b. 3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |

TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.E. | Use information effectively to support and clarify points in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.K. | Make individual presentations to inform, persuade, or motivate an audience. |

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| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |
| TEKS | 110.62. | Journalism (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.62.b.3. | The student reports and writes for a variety of audiences and purposes and researches self-selected topics to write journalistic texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.62.b.3.I. | Revise and edit copy using appropriate copy editing symbols. |
| GRADE LEVEL EXPECTATION | 110.62.b.3.J. | Rewrite copy. |
| TEKS | 110.63. | Independent Study in Journalism (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.63.b.1. | The student refines and enhances journalistic skills. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.63.b.1.E. | Link related information and ideas from a variety of sources. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.10.D. | Compose correspondence in a professional or friendly structure. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses. |

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.37.c.10.D. Compose correspondence in a professional or friendly structure.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.1.D. Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.5.F. Respond using acquired content and academic vocabulary as appropriate.

GRADE LEVEL EXPECTATION 110.38.c.5.I. Reflect on and adjust responses when valid evidence warrants.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.9.C. Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences.

TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.38.c.10.D. Compose correspondence in a professional or friendly structure.

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.39.c.1.C. Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.

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| GRADE LEVEL EXPECTATION | 110.39.c. 1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c. 5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 9.C. | Revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c. 10. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 10.D. | Compose correspondence in a professional or friendly structure. |

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| TEKS | 110.47. | Reading I, II, III (One-Half to Three Credits). |
| STUDENT EXPECTATION | 110.47.b. 7. | The student reads with fluency and understanding in increasingly demanding and varied texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b. 7.A. | Read silently or orally such as paired reading or literature circles for sustained periods of time. |
| TEKS | 110.49. | Visual Media Analysis and Production (One-Half Credit). |
| STUDENT EXPECTATION | 110.49.b. 2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b. 2.B. | Compare and contrast media with other art forms. |
| TEKS | 110.52. | Creative Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.52.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.52.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |

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| GRADE LEVEL EXPECTATION | 110.52.b. 2.E. | Revise drafts by rethinking content, organization, and style. |
| TEKS | 110.53. | Research and Technical Writing (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.53.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.53.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.54. | Practical Writing Skills (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.54.b. 2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.B. | Develop drafts by organizing ideas such as paragraphing, outlining, adding, and deleting. |
| GRADE LEVEL EXPECTATION | 110.54.b. 2.E. | Revise drafts by rethinking content, organization, and style to better accomplish the task. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |

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| GRADE LEVEL EXPECTATION | 110.55.b.4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b.4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b.5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b.5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b.5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |

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| GRADE LEVEL EXPECTATION | 110.57.b.5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |

TEKS 110.58. Communication Applications (One-Half Credit).

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| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
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| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
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TEKS 110.58. Communication Applications (One-Half Credit).

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| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.E. | Use information effectively to support and clarify points in presentations. |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
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| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
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TEKS 110.59. Oral Interpretation I, II, III (One to Three Credits).

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| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
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| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |
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| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
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| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
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TEKS 110.61. Independent Study in Speech (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.7.E. | Analyze characteristics and structural elements of argumentative texts such as: |
| INDICATOR | 110.36.c.7.E.iii. | Identifiable audience or reader. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.36.c.11.D. | Modify the major research question as necessary to refocus the research plan. |
| GRADE LEVEL EXPECTATION | 110.36.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.6.B. | Analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events. |
| GRADE LEVEL EXPECTATION | 110.37.c.6.D. | Analyze how historical and cultural settings influence characterization, plot, and theme across texts. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts-- genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.7.E. | Analyze characteristics and structural elements of argumentative texts such as: |
| INDICATOR | 110.37.c.7.E.iii. | Identifiable audience or reader. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.8. | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.8.D. | Analyze how the author's use of language informs and shapes the perception of readers. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts-- writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.37.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.37. | English Language Arts and Reading, English II (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.37.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.37.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.37.c.11.D. | Modify the major research question as necessary to refocus the research plan. |
| GRADE LEVEL EXPECTATION | 110.37.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.6.D. | Analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.7. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.7.E. | Analyze characteristics and structural elements of argumentative texts such as: |
| INDICATOR | 110.38.c.7.E.iii. | Identifiable audience or reader. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.38.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.38. | English Language Arts and Reading, English III (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.38.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.38.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.D. | Modify the major research question as necessary to refocus the research plan. |
| GRADE LEVEL EXPECTATION | 110.38.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.6. | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.6.D. | Evaluate how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |

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| STUDENT EXPECTATION | 110.39.c.9. | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.9.A. | Plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing. |
| TEKS | 110.39. | English Language Arts and Reading, English IV (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.39.c.11. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c.11.C. | Develop and revise a plan. |
| GRADE LEVEL EXPECTATION | 110.39.c.11.D. | Modify the major research question as necessary to refocus the research plan. |
| GRADE LEVEL EXPECTATION | 110.39.c.11.H. | Display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism. |

Grade 12 - Adopted: 2011

TEKS 110.47. Reading I, II, III (One-Half to Three Credits).

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| STUDENT EXPECTATION | 110.47.b.2. | The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.47.b.2.C. | Recognize the implied meanings of words such as idiomatic expressions, homonyms, puns, and connotations. |

TEKS 110.48. College Readiness and Study Skills (One-Half Credit).

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| STUDENT EXPECTATION | 110.48.b.2. | The student builds an extensive vocabulary through reading and systematic word study. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.48.b.2.F. | Use context to determine meanings of words and phrases such as figurative language, idiomatic expressions, homonyms, and technical vocabulary. |

TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).

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| STUDENT EXPECTATION | 110.49.b.2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b.2.B. | Compare and contrast media with other art forms. |

TEKS 110.51. Literary Genres (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.51.b.2. | The student analyzes fictional and poetic elements focusing on how they combine to contribute meaning in literary texts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.51.b.2.C. | Connect literature to historical context, current events, and his/her own experiences. |
| GRADE LEVEL EXPECTATION | 110.51.b.2.L. | Analyze distinctive features of text genre such as biography, historical fiction, science fiction, political writing, fantasy fiction, short story, dramatic literature, or poetry. |

TEKS 110.51. Literary Genres (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.51.b. 3. | The student reads critically to evaluate texts and the authority of sources. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.51.b. 3.B. Describe how a writer's point of view may affect text credibility, structure, or tone.

TEKS 110.52. Creative Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.52.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.52.b. 2.A. Select and apply prewriting strategies to generate ideas, develop voice, and plan.

GRADE LEVEL EXPECTATION 110.52.b. 2.G. Write both independently and collaboratively.

TEKS 110.53. Research and Technical Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.53.b. 2. | The student selects and uses recursive writing processes for self-initiated and assigned writing. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.53.b. 2.A. Apply prewriting strategies to generate ideas and plan.

GRADE LEVEL EXPECTATION 110.53.b. 2.I. Write both independently and collaboratively.

TEKS 110.53. Research and Technical Writing (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.53.b. 3. | The student writes to investigate self-selected and assigned topics. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.53.b. 3.A. Use writing to formulate questions, refine topics, and clarify ideas.

TEKS 110.54. Practical Writing Skills (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.54.b. 2. | The student uses recursive writing processes as appropriate for self-initiated and assigned writing. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.54.b. 2.A. Apply prewriting strategies to generate ideas and plan.

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
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GRADE LEVEL EXPECTATION 110.55.b. 2.C. Compare reviews of literature, film performance, and other art forms with his/her own responses.

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.B. | Examine the impact of literature and various other art forms. |

TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b. 1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |

TEKS 110.57. Public Speaking I, II, III (One-Half to One Credit).

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| STUDENT EXPECTATION | 110.57.b. 2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |

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| GRADE LEVEL EXPECTATION | 110.57.b.2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b.2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.3. | Invention. The student plans speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.B. | Select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.C. | Select and limit purposes for speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |

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| GRADE LEVEL EXPECTATION | 110.57.b.5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.6.E. | Employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity. |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.A. | Employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |

TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 2.C. | Use communication management skills to develop appropriate assertiveness, tact, and courtesy. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.D. | Use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |

TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |
| GRADE LEVEL EXPECTATION | 110.58.b. 3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |

TEKS 110.58. Communication Applications (One-Half Credit).

| STUDENT EXPECTATION | 110.58.b. 4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.58.b. 4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.B. | Determine specific topics and purposes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.E. | Use information effectively to support and clarify points in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b. 4.I. | Use effective verbal and nonverbal strategies in presentations. |

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| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.1.A. | Select a topic and define a purpose for an independent study project focused on a specific aspect of communication. |
| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| GRADE LEVEL EXPECTATION | 110.61.b.1.C. | Develop a formal proposal for the project. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |

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| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |

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Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 12 - Adopted: 2017

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| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.C. | Give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.36.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
| TEKS | 110.36. | English Language Arts and Reading, English I (One Credit), Adopted 2017. |
| STUDENT EXPECTATION | 110.36.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.36.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.36.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |

TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.A. | Engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes. |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.C. | Give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
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| GRADE LEVEL EXPECTATION | 110.37.c.1.D. | Participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making. |
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TEKS 110.37. English Language Arts and Reading, English II (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.37.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
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| GRADE LEVEL EXPECTATION | 110.37.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.38.c.1.C. | Give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
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| GRADE LEVEL EXPECTATION | 110.38.c.1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |
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TEKS 110.38. English Language Arts and Reading, English III (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.38.c.5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
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| GRADE LEVEL EXPECTATION | 110.38.c.5.F. | Respond using acquired content and academic vocabulary as appropriate. |
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| GRADE LEVEL EXPECTATION | 110.38.c.5.I. | Reflect on and adjust responses when valid evidence warrants. |
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TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c. 1. | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 1.C. | Formulate sound arguments and present using elements of classical speeches such as introduction, first and second transitions, body, conclusion, the art of persuasion, rhetorical devices, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively. |
| GRADE LEVEL EXPECTATION | 110.39.c. 1.D. | Participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria. |

TEKS 110.39. English Language Arts and Reading, English IV (One Credit), Adopted 2017.

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| STUDENT EXPECTATION | 110.39.c. 5. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.39.c. 5.F. | Respond using acquired content and academic vocabulary as appropriate. |
| GRADE LEVEL EXPECTATION | 110.39.c. 5.I. | Reflect on and adjust responses when valid evidence warrants. |

Grade 12 - Adopted: 2011

TEKS 110.49. Visual Media Analysis and Production (One-Half Credit).

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| STUDENT EXPECTATION | 110.49.b. 2. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.49.b. 2.B. | Compare and contrast media with other art forms. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 2. | The student expresses and supports responses to various types of texts and compositions. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 2.C. | Compare reviews of literature, film performance, and other art forms with his/her own responses. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 3. | The student uses writing as a tool for learning and research. The student speaks and writes clearly and presents effectively to audiences for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.A. | Show an in-depth understanding of creative achievements in literature and the arts through writing. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.B. | Describe how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 3.C. | Describe and analyze the relationship between form and expression. |

TEKS 110.55. Humanities (One-Half to Two Credits).

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| STUDENT EXPECTATION | 110.55.b. 4. | The student understands and interprets creativity. The student is expected to participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as: |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.A. | Discuss how personal creativity is expressed within the requirements of an art form. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.B. | Discuss conditions that encourage creativity. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.C. | Discuss the relationship between form and expression. |
| GRADE LEVEL EXPECTATION | 110.55.b. 4.D. | Discuss the major historical and cultural movements as reflected in various art forms. |
| TEKS | 110.55. | Humanities (One-Half to Two Credits). |
| STUDENT EXPECTATION | 110.55.b. 5. | The student analyzes and critiques the significance of visual representations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.A. | Recognize and evaluate how literature and various other art forms convey messages. |
| GRADE LEVEL EXPECTATION | 110.55.b. 5.B. | Examine the impact of literature and various other art forms. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 1. | Rhetoric. The student traces the development of the rhetorical perspective. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 1.E. | Develop and use critical, deliberative, empathic, and appreciative listening skills to analyze and evaluate speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 2. | Speech forms. The student recognizes and analyzes varied speech forms. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.A. | Identify and analyze the traditional elements of speech form, including introduction, body, and conclusion. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.B. | Identify and analyze logical patterns of organization for specific speech forms. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.C. | Identify and analyze the characteristics of a speech to inform. |
| GRADE LEVEL EXPECTATION | 110.57.b. 2.E. | Identify and analyze characteristics of speeches for special occasions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b. 3. | Invention. The student plans speeches. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.57.b.3.A. | Identify and analyze the audience and occasion as a basis for choosing speech strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.B. | Select and limit topics for speeches considering his/her own interests, timeliness, and the importance of the topic. |
| GRADE LEVEL EXPECTATION | 110.57.b.3.C. | Select and limit purposes for speeches. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.4. | Organization. The student organizes speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.4.A. | Apply knowledge of speech form to organize and design speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.B. | Organize speeches effectively for specific topics, purposes, audiences, and occasions. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.C. | Choose logical patterns of organization for bodies of speech. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.D. | Prepare outlines reflecting logical organization. |
| GRADE LEVEL EXPECTATION | 110.57.b.4.E. | Analyze and evaluate the organization of oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.5. | Proofs and appeals. The student uses valid proofs and appeals in speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.5.A. | Analyze the implications of the audience, occasion, topic, and purpose as a basis for choosing proofs and appeals for speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.B. | Choose logical proofs and appeals that meet standard tests of evidence. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.C. | Use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.D. | Choose proofs and appeals that enhance a specific topic, purpose, and tone. |
| GRADE LEVEL EXPECTATION | 110.57.b.5.E. | Choose and develop appropriate devices for introductions and conclusions. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.6. | Style. The student develops skills in using oral language in public speeches. The student is expected to: |

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| GRADE LEVEL EXPECTATION | 110.57.b.6.E. | Employ previews, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity. |
| GRADE LEVEL EXPECTATION | 110.57.b.6.F. | Evaluate a speaker's style in oral or written speech models. |
| TEKS | 110.57. | Public Speaking I, II, III (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.57.b.7. | Delivery. The student uses appropriate strategies for rehearsing and presenting speeches. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.57.b.7.B. | Rehearse and employ a variety of delivery strategies. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.C. | Develop verbal, vocal, and physical skills to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.D. | Use notes, manuscripts, rostrum, visual aids, and/or electronic devices. |
| GRADE LEVEL EXPECTATION | 110.57.b.7.E. | Interact with audiences appropriately. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.1. | Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.1.C. | Identify standards for making appropriate communication choices for self, listener, occasion, and task. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.E. | Identify types of nonverbal communication and their effects. |
| GRADE LEVEL EXPECTATION | 110.58.b.1.F. | Recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.2. | Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.2.F. | Participate appropriately in conversations. |
| GRADE LEVEL EXPECTATION | 110.58.b.2.I. | Analyze and evaluate the effectiveness of one's own and others' communication. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.3. | Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.3.E. | Use appropriate verbal, nonverbal, and listening skills to promote group effectiveness. |

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| GRADE LEVEL EXPECTATION | 110.58.b.3.I. | Analyze the participation and contributions of group members and evaluate group effectiveness. |
| TEKS | 110.58. | Communication Applications (One-Half Credit). |
| STUDENT EXPECTATION | 110.58.b.4. | Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.58.b.4.A. | Analyze the audience, occasion, and purpose when designing presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.B. | Determine specific topics and purposes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.D. | Use effective strategies to organize and outline presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.E. | Use information effectively to support and clarify points in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.F. | Prepare scripts or notes for presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.G. | Prepare and use visual or auditory aids, including technology, to enhance presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.I. | Use effective verbal and nonverbal strategies in presentations. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.K. | Make individual presentations to inform, persuade, or motivate an audience. |
| GRADE LEVEL EXPECTATION | 110.58.b.4.N. | Evaluate effectiveness of his/her own presentation. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.6. | Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.6.C. | Justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause. |
| TEKS | 110.59. | Oral Interpretation I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.59.b.8. | Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.59.b.8.A. | Listen critically and appreciatively and respond appropriately to the performances of others. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.B. | Analyze and evaluate various performance styles. |

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| GRADE LEVEL EXPECTATION | 110.59.b.8.C. | Use a variety of techniques to evaluate and critique one's own and others' performances. |
| GRADE LEVEL EXPECTATION | 110.59.b.8.D. | Set goals for future performances based on evaluation. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.1. | Role in society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.1.A. | Identify the historical and contemporary use of debate in social, political, and religious arenas. |
| GRADE LEVEL EXPECTATION | 110.60.b.1.B. | Examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues. |
| GRADE LEVEL EXPECTATION | 110.60.b.1.C. | Recognize the role of argumentation and debate as an effective means of analyzing issues, discovering truth, finding solutions to problems, and understanding opposing viewpoints. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.2. | Analysis of issues. The student analyzes controversial issues. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.2.A. | Use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy. |
| GRADE LEVEL EXPECTATION | 110.60.b.2.B. | Accurately phrase and define debatable propositions. |
| GRADE LEVEL EXPECTATION | 110.60.b.2.C. | Analyze and evaluate propositions and related issues presented in academic and public settings. |
| GRADE LEVEL EXPECTATION | 110.60.b.2.D. | Recognize, analyze, and use various debate formats to support propositions. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.3. | Propositions of value. The student develops and demonstrates skills for debating propositions of value. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.3.A. | Explain the concept of a value as it applies to a debate. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.B. | Analyze the role of value assumptions in formulating and evaluating argument. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.C. | Analyze the works of classical and contemporary philosophers. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.D. | Apply various standards for evaluating propositions of value. |

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| GRADE LEVEL EXPECTATION | 110.60.b.3.E. | Apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.F. | Develop and use valid approaches to construct affirmative and negative cases. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.G. | Use valid proofs appropriately to support claims in propositions of value. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.H. | Construct briefs for value propositions. |
| GRADE LEVEL EXPECTATION | 110.60.b.3.I. | Apply voting criteria to value propositions. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.4. | Propositions of policy. The student develops and demonstrates skills for debating propositions of policy. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.4.A. | Evaluate implications of stock issues in affirmative and negative case construction and refutation. |
| GRADE LEVEL EXPECTATION | 110.60.b.4.B. | Use and evaluate a variety of valid strategies to construct affirmative and negative cases. |
| GRADE LEVEL EXPECTATION | 110.60.b.4.C. | Construct debate briefs for policy propositions. |
| GRADE LEVEL EXPECTATION | 110.60.b.4.D. | Analyze and adapt approaches to accommodate a variety of judging paradigms. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.5. | Logic. The student applies critical thinking, logic, and reasoning in debate. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.5.A. | Analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect. |
| GRADE LEVEL EXPECTATION | 110.60.b.5.B. | Identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument. |
| GRADE LEVEL EXPECTATION | 110.60.b.5.C. | Analyze the role of value assumptions in personal, social, and political conflicts. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.6. | Proof. The student utilizes research and proof in debate. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.6.A. | Locate and use a variety of reliable technological and print sources. |

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| GRADE LEVEL EXPECTATION | 110.60.b.6.B. | Identify and apply standard tests of evidence for choosing appropriate logical proofs. |
| GRADE LEVEL EXPECTATION | 110.60.b.6.C. | Demonstrate skill in recording and organizing information. |
| GRADE LEVEL EXPECTATION | 110.60.b.6.D. | Utilize ethical guidelines for debate research and use of evidence. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.7. | Case construction. The student identifies and applies the basic concepts of debate case construction. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.7.A. | Identify the roles and responsibilities of the affirmative and negative positions. |
| GRADE LEVEL EXPECTATION | 110.60.b.7.B. | Explain and apply the distinctive approaches to prima facie case construction. |
| GRADE LEVEL EXPECTATION | 110.60.b.7.C. | Use a variety of approaches to construct logical affirmative and negative cases. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.8. | Refutation. The student identifies and applies the basic concepts of argumentation and refutation. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.8.A. | Listen critically to formulate responses. |
| GRADE LEVEL EXPECTATION | 110.60.b.8.B. | Take accurate notes during argumentation such as flow a debate. |
| GRADE LEVEL EXPECTATION | 110.60.b.8.C. | Analyze and apply a variety of approaches for refuting and defending arguments. |
| GRADE LEVEL EXPECTATION | 110.60.b.8.D. | Recognize and use effective cross-examination strategies. |
| GRADE LEVEL EXPECTATION | 110.60.b.8.E. | Extend cross-examination responses into refutation. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.9. | Delivery. The student uses effective communication skills in debating. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.9.A. | Use precise language and effective verbal skills in argumentation and debate. |
| GRADE LEVEL EXPECTATION | 110.60.b.9.B. | Use effective nonverbal communication in argumentation and debate. |

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| GRADE LEVEL EXPECTATION | 110.60.b.9.C. | Use effective critical-listening strategies in argumentation and debate. |
| GRADE LEVEL EXPECTATION | 110.60.b.9.D. | Demonstrate ethical behavior and courtesy during debate. |
| GRADE LEVEL EXPECTATION | 110.60.b.9.E. | Develop extemporaneous speaking skills. |
| TEKS | 110.60. | Debate I, II, III (One to Three Credits). |
| STUDENT EXPECTATION | 110.60.b.10. | Evaluation. The student evaluates and critiques debates. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.60.b.10.A. | Use a knowledge of debate principles to develop and apply evaluation standards for various debate formats. |
| GRADE LEVEL EXPECTATION | 110.60.b.10.B. | Provide valid and constructive written and/or oral critiques of debates. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.1. | Propose. The student plans and designs an independent study project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.1.A. | Select a topic and define a purpose for an independent study project focused on a specific aspect of communication. |
| GRADE LEVEL EXPECTATION | 110.61.b.1.B. | Review the research related to the topics identified. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.3. | Produce. The student produces the final product for the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.3.C. | Develop appropriate evaluation strategies for each aspect of the production and presentation of the project. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.D. | Organize and outline the text for the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.3.G. | Review and revise plans, outlines, and scripts with the teacher. |
| TEKS | 110.61. | Independent Study in Speech (One-Half to One Credit). |
| STUDENT EXPECTATION | 110.61.b.4. | Rehearse and present. The student presents the final product. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.4.B. | Demonstrate appropriate verbal and nonverbal communication skills to enhance and enliven the presentation. |
| GRADE LEVEL EXPECTATION | 110.61.b.4.C. | Use appropriate visual and auditory aids to support, create interest, and/or add aesthetic appeal to the final presentation. |

TEKS**110.61.****Independent Study in Speech (One-Half to One Credit).**

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| STUDENT EXPECTATION | 110.61.b.5. | Evaluate. The student and designated individuals evaluate the project. The student is expected to: |
| GRADE LEVEL EXPECTATION | 110.61.b.5.A. | Use strategies to evaluate the project and the presentation. |