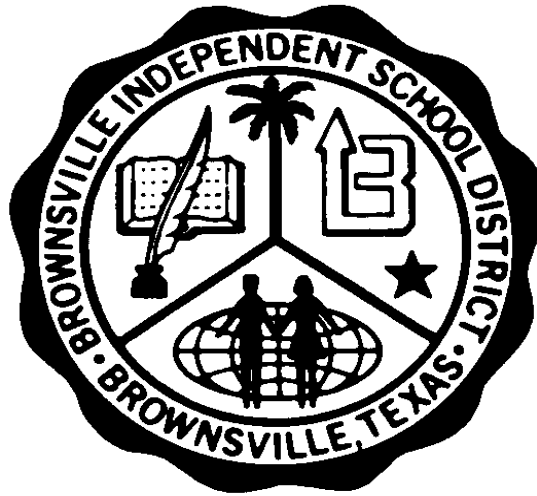


Brownsville Independent School District



**English Language Arts
Curriculum Frameworks**

**Speech, Communication Applications, Oral Interpretation,
Public Speaking, Debate, Humanities, Literary Genres**

2003-2004

**Brownsville Independent School District
Texas Essential Knowledge and Skills
Curriculum Framework**

**SPEECH, COMMUNICATIONS APPLICATIONS, ORAL INTERPRETATION,
PUBLIC SPEAKING, DEBATE, HUMANITIES, LITERARY GENRES**

SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(1) Communication Process. The student demonstrates knowledge of communication as a process for exchanging messages and creating meaning	(1) Communication Process. The student demonstrates knowledge of various communication processes in professional and social contexts	(1) Definition and Theory. The student recognizes oral interpretation as a communication art.	(1) Rhetoric. The student traces the development of the rhetorical perspective	(1) Role in Society. The student examines the historical and contemporary contributions of debate in decision-making and democratic processes	(1) The student reads widely to recognize writing as an art form
The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) explain the importance of communication in daily interaction	(A) explain the importance of effective communication skills in professional and social contexts	(A) explain contemporary definitions and theories of oral interpretation as a communication art.	(A) recognize the influence of classical rhetoric in shaping Western thought	(A) identify the historical and contemporary use of debate in social, political, and religious arenas	(A) read widely to understand authors' craft and to discover models to use in his/her own writing
(B) identify and analyze the related components of the communication process as a foundation for communication skills	(B) identify the components of the communication process and their functions	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text and the audience.	(B) explain and use the classical rhetorical canons of invention, organization, style, memory, and delivery	(B) examine the role of the forensic progression of discussion, persuasion, and debate in dealing with controversial issues	(B) recognize the major historical and cultural movements as reflected in various art forms
(C) identify characteristics of oral language and analyze standards for using oral language appropriately	(C) identify standards for making appropriate communication choices for self, listener, occasion, and task	(C) develop and use a workable theory of interpretation as a basis for performance choices.	(C) analyze how modern public address influences public opinion and policy in a democracy	(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	(C) identify the elements common to literature and other fine arts.

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to		The student is expected to		The student is expected to
(D) identify types of non-verbal communication and analyze their effects	(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately		(D) analyze the ethical responsibilities that accompany freedom of speech		(D) read literary responses to political, social, and philosophical movements
(E) identify the components of the listening process	(E) identify types of non-verbal communication and their effects		(E) develop and use critical, deliberative, evaluative, empathic, and appreciative listening skills to analyze and evaluate oral and written speeches		(E) identify elements of literary creativity
(F) identify and analyze standards for making communication choices considering appropriateness for self, listener, occasion, and task	(F) recognize the importance of effective non-verbal strategies such as a firm handshake, direct eye contact, and appropriate use of space and distance		(F) apply knowledge and understanding of rhetoric to analyze and evaluate oral and written speeches		(F) develop and apply criteria for evaluating literary works and other art forms
(G) explain how perceptions of self and others influence communication	(G) identify the components of the listening process				(G) read widely to see connections (commonalities) that literature shares with fine arts

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to				
(H) explain how knowledge, attitudes, needs, and priorities influence communication	(H) identify specific kinds of listening such as critical, deliberative, and empathic				
(I) recognize how culture influences communication	(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions				
(J) identify and analyze responsibilities of communicators	(J) identify and analyze ethical and special responsibilities of communicators				
	(K) recognize and analyze appropriate channels of communications in organizations				

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(2) Interpersonal. The student uses appropriate interpersonal communication strategies.	(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts.	(2) Selection. The student selects literature for performance	(2) Speech Forms. the student recognizes and analyzes varied speech forms	(2) Analysis of Issues. The student analyzes controversial issues.	(2) The student expresses and supports responses to various types of texts and compositions
The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) explain the importance of productive, interpersonal communication	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(A) select literature appropriate for the reader, the audience, and the occasion	(A) identify and analyze the traditional elements of speech form, including introduction, body, and conclusion	(A) use appropriate standards to analyze and interpret propositions of fact, value, problem, and policy	(A) respond to aesthetic elements in texts and other art forms through various outlets such as discussions, journals, oral interpretations, and enactments
(B) identify characteristics of effective interpersonal communication such as courtesy, tact, and assertiveness	(B) employ appropriate verbal, non-verbal, and listening skills to enhance interpersonal relationships	(B) apply standards of literary merit when selecting literature for individual or group performance	(B) Identify and analyze logical patterns of organization for specific speech forms	(B) accurately phrase and define debatable propositions	(B) use elements of text and other art forms to defend his/her own responses and interpretations
(C) use language appropriately in a variety of interpersonal situations	(C) use communication management skills to build confidence and develop appropriate assertiveness, tact, and courtesy	(C) choose literature that can be appropriately adapted	(C) identify and analyze the characteristics of a speech to inform	(C) analyze and evaluate propositions and related issues presented in academic and public settings	(C) compare reviews of literature, film performance, and other art forms with his/her own responses
(D) use appropriate non-verbal communication in interpersonal situations	(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism	(D) select performance materials from a variety of literary genre	(D) identify and analyze the characteristics of speech to persuade, including propositions of fact, value, problem, and/or policy	(D) recognize, analyze, and use various debate formats to support propositions	(D) evaluate his/her own responses to text and other art forms for evidence of growth

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to		The student is expected to		The student is expected to
(E) use critical, reflective, and empathic listening skills to enhance interpersonal relationships	(E) make clear appropriate request, give clear and accurate directions, ask appropriate and purposeful questions, and respond appropriately to the requests, directions, and questions of others		(E) identify and analyze characteristics of speeches for special occasions		(E) identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.
(F) participate appropriately in conversations for a variety of purposes	(F) participate appropriately in conversations		(F) analyze and evaluate the rhetorical elements in models of speeches that inform, persuade, or inspire		
(G) use effective strategies for making communication decisions, solving problems, and managing conflicts	(G) communicate effectively in interviews				
(H) analyze and evaluate the appropriateness of own communication and the communication of others in interpersonal situations	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age				
	(I) analyze and evaluate the effectiveness of own and others' communication				

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(3) Group. The student uses appropriate communication in group situations	(3) Group communication. The student communicates effectively in groups in professional and social contexts	(3) Research. The student uses relevant research to promote understanding of literary works	(3) Invention. The student plans speeches	(3) Propositions of value.	(3) The student uses writing as a tool for learning and research.
The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) explain the importance of groups in a democratic society	(A) identify kinds of groups, their importance, and the purposes they serve	(A) read the text to grasp the author's meaning, theme, tone, and purpose	(A) identify and analyze the audience and occasion as a basis for choosing speech strategies	(A) explain the concept of a value as it applies to a debate	(A) show an in-depth understanding of creative achievements in literature and the arts through writing
(B) identify the purposes and functions of various types of informal and formal groups	(B) analyze group dynamics and processes for participating effectively in groups, committees, or teams	(B) research the author, author's works, literary criticism, allusions in the text, definition, and pronunciations of words to enhance understanding and appreciation of the chosen text.	(B) select and limit topics for speeches considering his/her own interests, timeliness, and importance of the topic	(B) analyze the role of value assumptions in formulating and evaluating argument	(B) describe how personal creativity is expressed within the requirements of an art form
(C) demonstrate understanding of basic theories and principles of effective group dynamics	(C) identify and analyze the roles of group members and their influence on group dynamics		(C) select and limit purposes for speeches	(C) analyze the works of classical and contemporary philosophers	(C) describe the relationship between form and expression

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to		The student is expected to	The student is expected to	The student is expected to
(D) analyze roles assumed by group members and their influence on group effectiveness	(D) demonstrate skills for assuming productive roles in groups		(D) research topics using primary and secondary sources, including electronic technology	(D) apply various standards for evaluating propositions of value	(D) analyze art forms
(E) use appropriate verbal, non-verbal, and listening strategies to communicate effectively in groups	(E) use appropriate verbal, non-verbal, and listening strategies to promote group effectiveness		(E) analyze oral and written speech models to evaluate the topic, purpose, audience and occasion	(E) apply value assumptions and/or classical and contemporary philosophies appropriately in formulating arguments	
(F) use effective strategies for problem solving, conflict management, and consensus building in groups	(F) identify and analyze leadership styles			(F) develop and use valid approaches to construct affirmative and negative cases	
(G) use parliamentary procedure effectively	(G) use effective communication strategies in leadership roles			(G) use valid proofs appropriately to support claims in propositions of value	
(H) prepare, organize, and present group discussion for an audience	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups			(H) construct briefs for value propositions	
(I) make appropriate impromptu contributions and/or speeches in group decision making	(I) analyze the participation and contributions of group members and evaluate group effectiveness			(I) apply voting criteria to value propositions	
(J) evaluate group effectiveness					

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(4) Speech preparation. The student uses appropriate processes and skills for preparing speeches.	(4) Presentations. The student makes and evaluates formal and informal professional presentations.	(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance	(4) Organization. The student organizes speeches	(4) Propositions of Policy. The student develops and demonstrates skills for debating propositions of policy.	(4) The student speaks clearly and effectively to audiences for a variety of purposes
The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) analyze audience, purpose and occasion	(A) analyze the audience, occasion, and purpose when designing presentation	(A) identify and analyze the literary form or genre	(A) apply knowledge of speech form to organize and design speeches	(A) evaluate implication of stock issues in affirmative and negative case constructions and refutation	(A) participate in discussions that lead to understanding, appreciation, and enjoyment of creative achievements such as
(B) apply appropriate criteria for choosing and limiting topics	(B) determine specific topics and purposes for presentations	(B) identify and analyze structural elements in the chosen text	(B) organize speeches effectively for specific topics and purposes, audiences, and occasions	(B) use and evaluate a variety of valid affirmative and negative strategies to construct affirmative and negative cases	i. Discuss how personal creativity is expressed within the requirements of an art form
(C) choose and limit purposes for speeches	(C) research topics using primary and secondary sources, including electronic technology	(C) identify and analyze the narrative voice and/or other speakers (personae) in the literature	(C) choose logical patterns of organizations for bodies of speech	(C) construct debate briefs for policy propositions	ii. Discuss conditions that encourage creativity

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to	The student is expected to
(D)research topics for speeches using a variety of primary, secondary, and electronic sources	(D)use effective strategies to organize and outline presentations	(D) identify and analyze the time, place and atmosphere (locus)	(D) prepare outlines reflecting logical organization	(D)analyze and adapt approaches to accommodate a variety of judging paradigms	iii. Discuss the relationship between form and expression
(E)organize speeches using the traditional elements of speech form, including an introduction, body and conclusion	(E) use information effectively to support and clarify points in presentations	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom, where, when and for what reason	(E) analyze and evaluate the organization of oral written speech models		iv. Discuss the major historical and cultural movements as reflected in various art forms
(F)use logical patterns of organization such as chronological, topical, and cause/effect to develop specific topics	(F)prepare scripts or notes for presentations	(F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity			(B) analyze art forms orally such as: v. Discuss structural elements common to literature and the other fine arts
(G)organize and develop outlines to reflect logical speech form	(G)prepare and use visual or auditory aids, including technology, to enhance presentations	(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text			vi. Discuss literary responses to political, social, and philosophical movements

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to	The student is expected to	The student is expected to			The student is expected to
(H)use appropriate logical, ethical, and emotional proofs to support and clarify points	(H)use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information	(H) trace the emotional progression of the text			vii. Discuss elements of literary creativity
(I) choose appropriate devices for introductions and conclusions	(I)use effective verbal and non-verbal strategies in presentations	(I) recognize a literal and symbolic meanings, universal themes, or unique aspects of the text			viii. Discuss criteria for evaluating literary works and other art forms
(J)use appropriate rhetorical strategies such as clear transition statements, signposts, previews, and summaries for clarity	(J)prepare, organize, and participate in an informative or persuasive group discussion for an audience				ix. Evaluate (orally) literary works and other art forms
(K)make effective choices for using language in speeches such as informal usage for effect, standard English for clarity, and technical language for specificity	(K) make individual presentations to inform, persuade, or motivate an audience				
(L)write manuscripts for speeches, to enhance oral style and facilitate memory	(L)participate in question and answer sessions following presentations				
(M)produce and use concise notes and/or visual aids appropriately	(M)apply critical listening strategies to evaluate presentations				
	(N)evaluate effectiveness of his/her own presentation				

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(5) Speech form. The student analyzes speech form		(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis	(5) Proofs. The student uses valid proofs and appeals in speeches.	(5) Logic. The student applies critical thinking, logic, and reasoning in debate.	(5) The student understands and interprets visual representations
The student is expected to		The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) explain the importance of public dialogue in a democratic society		(A) maintain ethical responsibility to author, text, and audience when adapting literature	(A) analyze the implications of the audience occasion, topic, and purpose as a basis for choosing proofs, and appeals for speeches	(A) analyze and create arguments using various forms of logic such as inductive and deductive reasoning, syllogisms, traditional models of logic, and cause-effect.	(A) describe how personal creativity is expressed within the requirements of an art form and through the elements of artistic design
(B) identify and analyze the functions of traditional elements of speech form, including introductions, bodies, and conclusions		(B) apply appropriate criteria for lifting scenes and cutting literary selections	(B) choose logical proofs that meet standard tests of evidence	(B) identify fallacies in reasoning and apply standards of validity and relevancy in analyzing and constructing argument	(B) identify conditions that encourage creativity
(C) analyze the characteristics of speeches to inform, persuade, or inspire		(C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment	(C) use logical, ethical, and emotional proofs and appeals to support and clarify claims in speeches	(C) analyze the role of value assumptions in personal, social, and political conflicts	(C) explore the relationship between form and expression

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
The student is expected to		The student is expected to	The student is expected to		
(D) analyze oral and written models of speeches as a basis for developing speech skills		(D) write appropriate introductions, transitions, and/or conclusions to supplement the text	(D) choose proofs and appeals that enhance a specific topic, purpose, and tone		
			(E) choose and develop appropriate devices for introductions and conclusions		
			(F) choose or produce effective visual supports		
			(G) analyze and evaluate the proofs and appeals used in oral or written speech models		

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
(6) Speech presentation. The student uses appropriate strategies to rehearse and present.		(6) Interpretation. The student applies research and analysis to make appropriate performance choices.	(6) Style. The student develops skills in using oral language in public speeches	(6) Proof. The student utilizes research and proof in debate.	(6) The student analyzes and critiques the significance of visual representations
The student is expected to		The student is expected to	The student is expected to	The student is expected to	The student is expected to
(A) use appropriate strategies to rehearse and present		(A) justify the use of nonuse of manuscript or other aids	(A) distinguish between oral and written language styles	(A) locate and use a variety of reliable technological and print sources	(A) recognize and evaluate how literature and various other art forms convey messages
(B) use language clearly and appropriately		(B) justify strategies for the use of focus, gesture, and movement	(B) write manuscripts to facilitate language choices and enhance oral style	(B) identify and apply standard tests of evidence for choosing appropriate logical proofs	(B) examine the impact of literature and various other art forms
(C) use non-verbal strategies appropriately		(C) justify the use of vocal strategies such as rate, pitch, inflection, volume and pause	(C) use rhetorical and stylistic devices to achieve clarity, for anesthetic effect	(C) demonstrate skill in recording and organizing information	
(D) use notes, manuscripts, rostrum, visual aids, or electronic devices appropriately		(D) justify the use of dialect, pronunciation, enunciation, or articulation	(D) use informal, standard, and technical language appropriately	(D) observe ethical guidelines for debate research and use of evidence	
(E) demonstrate a lively sense of interaction with audiences		(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(E) employ preview, transitions, summaries, signposts, and other appropriate rhetorical strategies to enhance clarity		
			(F) evaluate a speaker's style in oral or written speech models		

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(7) Speech evaluation. The student uses appropriate strategies to analyze and evaluate speeches.		(7) Rehearsal and performance. The student uses insights gained from research and analysis to rehearse and perform literature for a variety of audiences and occasions.	(7) Delivery. The student uses appropriate strategies for rehearsing and presenting speeches.	(7) Case Construction. The student identifies and applies the basic concepts of debate case construction.	
The student is expected to		The student is expected to	The student is expected to	The student is expected to	
(A) analyze and evaluate oral and written speech models		(A) use effective rehearsal strategies to promote internalization and visualization of the text	(A) employ techniques and strategies to reduce communication apprehension, develop self-confidence, and facilitate command of information and ideas	(A) identify the roles and responsibilities of the affirmative and negative positions	
(B) use critical listening skills to evaluate speeches		(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance	(B) rehearse and employ a variety of delivery strategies	(B) explain and apply the distinctive approaches to prima facie case construction	
(C) provide oral or written critiques of his/her own and others' speeches		(C) participate in effective group decision-making processes to prepare and present group performances	(C) develop verbal, vocal, and physical skills to enhance presentations	(C) use a variety of approaches to construct logical affirmative and negative cases	
		(D) present individual and group performances	(D) use notes, manuscripts, rostrum, microphone, visual aids, and/or electronic devices		
			(E) maintain a lively sense of interaction with an audience		

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
		(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances	(8) Evaluation. The student analyzes and evaluates speeches	(8) Refutation. The student identifies and applies the basic concepts of argumentation and refutation.	
		The student is expected to	The student is expected to	The student is expected to	
		(A) listen critically and appreciatively and respond appropriately to performance of others	(A) use critical, deliberative, and appreciative listening skills to evaluate speeches	(A) listen critically to formulate responses	
		(B) analyze and evaluate various performance styles	(B) critique speeches using knowledge of rhetorical principles	(B) take accurate notes during argumentation (flow a debate)	
		(C) use a variety of techniques to evaluate and critique own and others' performances		(C) analyze and apply a variety of approaches for refuting and defending arguments	
		(D) set goals for future performances based on evaluation		(D) recognize and use effective cross-examination strategies	
				(E) extend cross-examination responses into refutation	

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				(9) Delivery. The student uses effective communication skills in debating.	
				The student is expected to	
				(A) use precise language and effective verbal skills in argumentation and debate	
				(B) use effective non-verbal communication in argumentation and debate	
				(C) use effective critical listening strategies in argumentation and debate	
				(D) demonstrate ethical behavior and courtesy during debate	
				(E) develop extemporaneous speaking skills	

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SPEECH	COMMUNICATIONS APPLICATIONS	ORAL INTERPRETATION	PUBLIC SPEAKING	DEBATE	HUMANITIES
				(10) Evaluation. The student evaluates and critiques debates.	
				The student is expected to	
				(A) use a knowledge of debate principles to develop and apply evaluation standards for various debate formats.	
				(B) provide valid and constructive written and/or oral critiques of debates.	