

<i>Proclamation 2020</i> Breakouts to the Texas Essential Knowledge and Skills (TEKS): Student/Teacher Material		
Subject	Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading	
Subchapter	Subchapter C. High School	
Course	§110.58. Communication Applications (One-Half Credit)	
(a) Introduction		
<p>(1) Understanding and developing skills in communication are fundamental to all other learning and to all levels of human interaction. For successful participation in professional and social life, students must develop effective communication skills. Rapidly expanding technologies and changing social and corporate systems demand that students send clear verbal messages, choose effective nonverbal behaviors, listen for desired results, and apply valid critical-thinking and problem-solving processes. Students enrolled in Communication Applications will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.</p> <p>(2) For high school students whose first language is not English, the students' native language serves as a foundation for English language acquisition and language learning.</p> <p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p> <p>(4) The essential knowledge and skills as well as the student expectations for Communication Applications are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(A) explain the importance of effective communication skills in professional and social contexts	(i) explain the importance of effective communication skills in professional contexts
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(A) explain the importance of effective communication skills in professional and social contexts	(ii) explain the importance of effective communication skills in social contexts

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(B) identify the components of the communication process and their functions	(i) identify the components of the communication process
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(B) identify the components of the communication process and their functions	(ii) identify the [components of the communication process's] functions
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(C) identify standards for making appropriate communication choices for self, listener, occasion, and task	(i) identify standards for making appropriate communication choices for self
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(C) identify standards for making appropriate communication choices for self, listener, occasion, and task	(ii) identify standards for making appropriate communication choices for listener
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(C) identify standards for making appropriate communication choices for self, listener, occasion, and task	(iii) identify standards for making appropriate communication choices for occasion
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(C) identify standards for making appropriate communication choices for self, listener, occasion, and task	(iv) identify standards for making appropriate communication choices for task
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately	(i) identify the characteristics of oral language
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately	(ii) analyze standards for using informal language appropriately
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately	(iii) analyze standards for using standard language appropriately

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(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(D) identify the characteristics of oral language and analyze standards for using informal, standard, and technical language appropriately	(iv) analyze standards for using technical language appropriately
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(E) identify types of nonverbal communication and their effects	(i) identify types of nonverbal communication
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(E) identify types of nonverbal communication and their effects	(ii) identify [nonverbal communication's] effects
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(F) recognize the importance of effective nonverbal strategies such as appearance, a firm handshake, direct eye contact, and appropriate use of space and distance	(i) recognize the importance of effective nonverbal strategies
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(G) identify the components of the listening process	(i) identify the components of the listening process
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(H) identify specific kinds of listening such as critical, deliberative, and empathic	(i) identify specific kinds of listening
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions	(i) recognize the importance of gathering accurate information as a basis for making communication decisions
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions	(ii) recognize the importance of using accurate information as a basis for making communication decisions
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions	(iii) recognize the importance of gathering complete information as a basis for making communication decisions

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(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(I) recognize the importance of gathering and using accurate and complete information as a basis for making communication decisions	(iv) recognize the importance of using complete information as a basis for making communication decisions
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(J) identify and analyze ethical and social responsibilities of communicators	(i) identify ethical responsibilities of communicators
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(J) identify and analyze ethical and social responsibilities of communicators	(ii) identify social responsibilities of communicators
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(J) identify and analyze ethical and social responsibilities of communicators	(iii) analyze ethical responsibilities of communicators
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(J) identify and analyze ethical and social responsibilities of communicators	(iv) analyze social responsibilities of communicators
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(K) recognize and analyze appropriate channels of communication in organizations	(i) recognize appropriate channels of communication in organizations
(1) Communication process. The student demonstrates knowledge of various communication processes in professional and social contexts. The student is expected to:	(K) recognize and analyze appropriate channels of communication in organizations	(ii) analyze appropriate channels of communication in organizations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(i) identify types of professional relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(ii) identify types of social relationships

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(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(iii) identify [professional relationships'] importance
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(iv) identify [social relationships'] importance
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(v) identify the purposes [professional relationships] serve
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(A) identify types of professional and social relationships, their importance, and the purposes they serve	(vi) identify the purposes [social relationships] serve
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(i) employ appropriate verbal skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(ii) employ appropriate nonverbal skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(B) employ appropriate verbal, nonverbal, and listening skills to enhance interpersonal relationships	(iii) employ appropriate listening skills to enhance interpersonal relationships
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy	(i) use communication management skills to develop appropriate assertiveness
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy	(ii) use communication management skills to develop appropriate tact

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(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(C) use communication management skills to develop appropriate assertiveness, tact, and courtesy	(iii) use communication management skills to develop appropriate courtesy
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism	(i) use professional etiquette in situations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(D) use professional etiquette and protocol in situations such as making introductions, speaking on the telephone, and offering and receiving criticism	(ii) use professional protocol in situations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(i) send clear requests
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(ii) send appropriate requests
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(iii) provide clear directions
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(iv) provide accurate directions
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(v) ask appropriate questions

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(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(vi) ask purposeful questions
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(vii) respond appropriately to the requests of others
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(viii) respond appropriately to the directions of others
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(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	(ix) respond appropriately to the questions of others
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(F) participate appropriately in conversations	(i) participate appropriately in conversations
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(G) communicate effectively in interviews	(i) communicate effectively in interviews
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(i) identify appropriate strategies for dealing with differences, including gender
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(ii) identify appropriate strategies for dealing with differences, including ethnicity
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(iii) identify appropriate strategies for dealing with differences, including age

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(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(iv) use appropriate strategies for dealing with differences, including gender
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(v) use appropriate strategies for dealing with differences, including ethnicity
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(H) identify and use appropriate strategies for dealing with differences, including gender, ethnicity, and age	(vi) use appropriate strategies for dealing with differences, including age
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(i) analyze the effectiveness of one's own communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(ii) analyze the effectiveness of others' communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(iii) evaluate the effectiveness of one's own communication
(2) Interpersonal. The student uses appropriate interpersonal communication strategies in professional and social contexts. The student is expected to:	(I) analyze and evaluate the effectiveness of one's own and others' communication	(iv) evaluate the effectiveness of others' communication
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(i) identify kinds of groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(ii) identify [groups'] importance
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(A) identify kinds of groups, their importance, and the purposes they serve	(iii) identify the purposes [groups] serve

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(B) analyze group dynamics and processes for participating effectively in groups	(i) analyze group dynamics
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(B) analyze group dynamics and processes for participating effectively in groups	(ii) analyze processes for participating effectively in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(C) identify and analyze the roles of group members and their influence on group dynamics	(i) identify the roles of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(C) identify and analyze the roles of group members and their influence on group dynamics	(ii) analyze the roles of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(C) identify and analyze the roles of group members and their influence on group dynamics	(iii) identify [group members'] influence on group dynamics
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(C) identify and analyze the roles of group members and their influence on group dynamics	(iv) analyze [group members'] influence on group dynamics
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(D) demonstrate understanding of group roles and their impact on group effectiveness	(i) demonstrate understanding of group roles
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(D) demonstrate understanding of group roles and their impact on group effectiveness	(ii) demonstrate understanding of [group roles'] impact on group effectiveness
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness	(i) use appropriate verbal skills to promote group effectiveness
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness	(ii) use appropriate nonverbal skills to promote group effectiveness
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(E) use appropriate verbal, nonverbal, and listening skills to promote group effectiveness	(iii) use appropriate listening skills to promote group effectiveness
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(F) identify and analyze leadership styles	(i) identify leadership styles
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(F) identify and analyze leadership styles	(ii) analyze leadership styles

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(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(G) use effective communication strategies in leadership roles	(i) use effective communication strategies in leadership roles
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(i) use effective communication strategies for solving problems in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(ii) use effective communication strategies for managing conflicts in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(H) use effective communication strategies for solving problems, managing conflicts, and building consensus in groups	(iii) use effective communication strategies for building consensus in groups
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(i) analyze the participation of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(ii) analyze the contributions of group members
(3) Group communication. The student communicates effectively in groups in professional and social contexts. The student is expected to:	(I) analyze the participation and contributions of group members and evaluate group effectiveness	(iii) evaluate group effectiveness
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(i) analyze the audience when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(ii) analyze the occasion when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(A) analyze the audience, occasion, and purpose when designing presentations	(iii) analyze the purpose when designing presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(B) determine specific topics and purposes for presentations	(i) determine specific topics for presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(B) determine specific topics and purposes for presentations	(ii) determine specific purposes for presentations

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(C) research topics using primary and secondary sources, including electronic technology	(i) research topics using primary sources, including electronic technology
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(C) research topics using primary and secondary sources, including electronic technology	(ii) research topics using secondary sources, including electronic technology
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(D) use effective strategies to organize and outline presentations	(i) use effective strategies to organize presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(D) use effective strategies to organize and outline presentations	(ii) use effective strategies to outline presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(E) use information effectively to support and clarify points in presentations	(i) use information effectively to support points in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(E) use information effectively to support and clarify points in presentations	(ii) use information effectively to clarify points in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(F) prepare scripts or notes for presentations	(i) prepare scripts or notes for presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(G) prepare and use visual or auditory aids, including technology, to enhance presentations	(i) prepare visual or auditory aids, including technology, to enhance presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(G) prepare and use visual or auditory aids, including technology, to enhance presentations	(ii) use visual or auditory aids, including technology, to enhance presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information	(i) use appropriate techniques to manage communication apprehension
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(H) use appropriate techniques to manage communication apprehension, build self-confidence, and gain command of the information	(ii) use appropriate techniques to build self-confidence

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(H) use appropriate techniques to manage communication apprehensions, build self-confidence, and gain command of the information	(iii) use appropriate techniques to gain command of the information
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(I) use effective verbal and nonverbal strategies in presentations	(i) use effective verbal strategies in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(I) use effective verbal and nonverbal strategies in presentations	(ii) use effective nonverbal strategies in presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(J) make group presentations to inform, persuade, or motivate an audience	(i) make group presentations to inform, persuade, or motivate an audience
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(K) make individual presentations to inform, persuade, or motivate an audience	(i) make individual presentations to inform, persuade, or motivate an audience
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(L) participate in question-and-answer sessions following presentations	(i) participate in question-and-answer sessions following presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(M) apply critical-listening strategies to evaluate presentations	(i) apply critical-listening strategies to evaluate presentations
(4) Presentations. The student makes and evaluates formal and informal professional presentations. The student is expected to:	(N) evaluate effectiveness of his/her own presentation	(i) evaluate effectiveness of his/her own presentation