

<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	§110.59. Oral Interpretation I, II, III (One to Three Credits)	
(a) Introduction		
<p>(1) Literature and its presentation are integral to understanding the cultural aspects of a society. Students in Oral Interpretation I, II, III will select, research, analyze, adapt, interpret, and perform literary texts as a communication art. Students focus on intellectual, emotional, sensory, and aesthetic levels of texts to attempt to capture the entirety of the author's work. Individual or group performances of literature will be presented and evaluated.</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 Oral Interpretation I, II, III, elective courses, are described in subsection (b) of this section.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(A) explain definitions and theories of oral interpretation as a communication art	(i) explain definitions of oral interpretation as a communication art
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(A) explain definitions and theories of oral interpretation as a communication art	(ii) explain theories of oral interpretation as a communication art
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(i) analyze the role of the interpreter

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(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(ii) analyze the [interpreter's] ethical responsibilities to the author
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(iii) analyze the [interpreter's] ethical responsibilities to the literary text
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(B) analyze the role of the interpreter and the ethical responsibilities to the author, the literary text, and the audience	(iv) analyze the [interpreter's] ethical responsibilities to the audience
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(C) develop and use a workable theory of interpretation as a basis for performance choices	(i) develop a workable theory of interpretation as a basis for performance choices
(1) Definition and theory. The student recognizes oral interpretation as a communication art. The student is expected to:	(C) develop and use a workable theory of interpretation as a basis for performance choices	(ii) use a workable theory of interpretation as a basis for performance choices
(2) Selection. The student selects literature for performance. The student is expected to:	(A) select literature appropriate for the reader, the audience, and the occasion	(i) select literature appropriate for the reader
(2) Selection. The student selects literature for performance. The student is expected to:	(A) select literature appropriate for the reader, the audience, and the occasion	(ii) select literature appropriate for the audience
(2) Selection. The student selects literature for performance. The student is expected to:	(A) select literature appropriate for the reader, the audience, and the occasion	(iii) select literature appropriate for the occasion
(2) Selection. The student selects literature for performance. The student is expected to:	(B) apply standards of literary merit when selecting literature for individual or group performance	(i) apply standards of literary merit when selecting literature for individual or group performance
(2) Selection. The student selects literature for performance. The student is expected to:	(C) choose literature that can be appropriately adapted	(i) choose literature that can be appropriately adapted
(2) Selection. The student selects literature for performance. The student is expected to:	(D) select performance materials from a variety of literary genre	(i) select performance materials from a variety of literary genre

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(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(A) read the text to grasp the author's meaning, theme, tone, and purpose	(i) read the text to grasp the author's meaning
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(A) read the text to grasp the author's meaning, theme, tone, and purpose	(ii) read the text to grasp the author's theme
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(A) read the text to grasp the author's meaning, theme, tone, and purpose	(iii) read the text to grasp the author's tone
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(A) read the text to grasp the author's meaning, theme, tone, and purpose	(iv) read the text to grasp the author's purpose
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(i) research the author to enhance understanding of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(ii) research the author's works to enhance understanding of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(iii) research the literary criticism to enhance understanding of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(iv) research the allusions in the text to enhance understanding of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(v) research the definitions of words to enhance understanding of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(vi) research the pronunciations of words to enhance understanding of the chosen text

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(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(vii) research the author to enhance appreciation of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(viii) research the author's works to enhance appreciation of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(ix) research the literary criticism to enhance appreciation of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(x) research the allusions in the text to enhance appreciation of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(xi) research the definitions of words to enhance appreciation of the chosen text
(3) Research. The student uses relevant research to promote understanding of literary works. The student is expected to:	(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	(xii) research the pronunciations of words to enhance appreciation of the chosen text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(A) identify and analyze the literary form or genre	(i) identify the literary form or genre
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(A) identify and analyze the literary form or genre	(ii) analyze the literary form or genre
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(B) identify and analyze structural elements in the chosen text	(i) identify structural elements in the chosen text

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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(B) identify and analyze structural elements in the chosen text	(ii) analyze structural elements in the chosen text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(C) identify and analyze the narrative voice and/or other speakers such as personae in the literature	(i) identify the narrative voice and/or other speakers
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(C) identify and analyze the narrative voice and/or other speakers such as personae in the literature	(ii) analyze the narrative voice and/or other speakers
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(i) identify the time
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(ii) identify the place
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(iii) identify the atmosphere
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(iv) analyze the time
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(v) analyze the place
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(D) identify and analyze the time, place, and atmosphere	(vi) analyze the atmosphere

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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(i) analyze the shifts or transitions in speaker to determine who is speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(ii) analyze the shifts or transitions in time to determine who is speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(iii) analyze the shifts or transitions in place to determine who is speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(iv) analyze the shifts or transitions in speaker to determine to whom they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(v) analyze the shifts or transitions in time to determine to whom they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(vi) analyze the shifts or transitions in place to determine to whom they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(vii) analyze the shifts or transitions in speaker to determine where they are speaking

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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(viii) analyze the shifts or transitions in time to determine where they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(ix) analyze the shifts or transitions in place to determine where they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(x) analyze the shifts or transitions in speaker to determine when they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xi) analyze the shifts or transitions in time to determine when they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xii) analyze the shifts or transitions in place to determine when they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xiii) analyze the shifts or transitions in speaker to determine for what reason they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xiv) analyze the shifts or transitions in time to determine for what reason they are speaking

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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(E) analyze the shifts or transitions in speaker, time, and place to determine who is speaking, to whom they are speaking, where they are speaking, when they are speaking, and for what reason they are speaking	(xv) analyze the shifts or transitions in place to determine for what reason they are speaking
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity	(i) analyze individual units for meaning
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(F) analyze individual units such as paragraphs, verses, sentences, and lines for meaning and specificity	(ii) analyze individual units for specificity
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text	(i) identify descriptive phrases to analyze the imagery in the text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text	(ii) identify figures of speech to analyze the imagery in the text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text	(iii) identify stylistic devices to analyze the imagery in the text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(G) identify descriptive phrases, figures of speech, stylistic devices, and word choices to analyze the imagery in the text	(iv) identify word choices to analyze the imagery in the text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(H) trace the emotional progression of the text	(i) trace the emotional progression of the text
(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text	(i) recognize literal meanings, universal themes, or unique aspects of the text

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(4) Analysis. The student analyzes the chosen text to assess its implications for adaptation, interpretation, and performance. The student is expected to:	(I) recognize literal and symbolic meanings, universal themes, or unique aspects of the text	(ii) recognize symbolic meanings, universal themes, or unique aspects of the text
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(A) maintain ethical responsibility to author, text, and audience when adapting literature	(i) maintain ethical responsibility to author when adapting literature
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(A) maintain ethical responsibility to author, text, and audience when adapting literature	(ii) maintain ethical responsibility to text when adapting literature
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(A) maintain ethical responsibility to author, text, and audience when adapting literature	(iii) maintain ethical responsibility to audience when adapting literature
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(B) apply appropriate criteria for lifting scenes and cutting literary selections	(i) apply appropriate criteria for lifting scenes
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(B) apply appropriate criteria for lifting scenes and cutting literary selections	(ii) apply appropriate criteria for cutting literary selections
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment	(i) use effective strategies for planning programs focused on a specific theme, author, or central comment
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(C) use effective strategies for planning and organizing programs focused on a specific theme, author, or central comment	(ii) use effective strategies for organizing programs focused on a specific theme, author, or central comment
(5) Adaptation. The student adapts written text for individual or group performance based on appropriate research and analysis. The student is expected to:	(D) write appropriate introductions, transitions, and/or conclusions to supplement the text	(i) write appropriate introductions, transitions, and/or conclusions to supplement the text
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(A) justify the use or nonuse of manuscript or other aids	(i) justify the use or nonuse of manuscript or other aids
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(B) justify strategies for the use of focus, gesture, and movement	(i) justify strategies for the use of focus

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(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(B) justify strategies for the use of focus, gesture, and movement	(ii) justify strategies for the use of gesture
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(B) justify strategies for the use of focus, gesture, and movement	(iii) justify strategies for the use of movement
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(C) justify the use of vocal strategies such as rate, pitch, inflection, volume, and pause	(i) justify the use of vocal strategies
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(D) justify the use of dialect, pronunciation, enunciation, or articulation	(i) justify the use of dialect, pronunciation, enunciation, or articulation
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(i) use research to justify performance choices
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(ii) use analysis to justify performance choices
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(iii) use personal experiences to justify performance choices
(6) Interpretation. The student applies research and analysis to make appropriate performance choices. The student is expected to:	(E) use research, analysis, personal experiences, and responses to the literature to justify performance choices	(iv) use responses to the literature to justify performance choices
(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. The student is expected to:	(A) use effective rehearsal strategies to promote internalization and visualization of the text	(i) use effective rehearsal strategies to promote internalization of the text
(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. The student is expected to:	(A) use effective rehearsal strategies to promote internalization and visualization of the text	(ii) use effective rehearsal strategies to promote visualization of the text

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(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. The student is expected to:	(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance	(i) use appropriate rehearsal strategies to develop confidence
(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. The student is expected to:	(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance	(ii) use appropriate rehearsal strategies to enhance communication of text to an audience in individual performance
(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. The student is expected to:	(B) use appropriate rehearsal strategies to develop confidence and enhance effective communication of the text to an audience in individual and group performance	(iii) use appropriate rehearsal strategies to enhance communication of the text to an audience in group performance
(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. The student is expected to:	(C) participate in effective group decision-making processes to prepare and present group performances	(i) participate in effective group decision-making processes to prepare group performances
(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. The student is expected to:	(C) participate in effective group decision-making processes to prepare and present group performances	(ii) participate in effective group decision-making processes to present group performances
(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. The student is expected to:	(D) present individual and group performances	(i) present individual performances
(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. The student is expected to:	(D) present individual and group performances	(ii) present group performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(A) listen critically and appreciatively and respond appropriately to the performances of others	(i) listen critically to the performances of others

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(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(A) listen critically and appreciatively and respond appropriately to the performances of others	(ii) listen appreciatively to the performances of others
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(A) listen critically and appreciatively and respond appropriately to the performances of others	(iii) respond appropriately to the performances of others
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(B) analyze and evaluate various performance styles	(i) analyze various performance styles
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(B) analyze and evaluate various performance styles	(ii) evaluate various performance styles
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(i) use a variety of techniques to evaluate one's own performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(ii) use a variety of techniques to evaluate others' performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(iii) use a variety of techniques to critique one's own performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(C) use a variety of techniques to evaluate and critique one's own and others' performances	(iv) use a variety of techniques to critique others' performances
(8) Evaluation. The student uses critical and appreciative listening to evaluate individual and group performances. The student is expected to:	(D) set goals for future performances based on evaluation	(i) set goals for future performances based on evaluation