

Texas University Interscholastic League

Contest Event: Current Issues and Events

The contest focuses on a basic knowledge of current state, national and world events and issues. The contest consists of 40 multiple-choice questions and an essay that challenges students to understand not just what is happening in the world today, but why and how it's happening and what it means to us as citizens of the United States.

The Texas Essential Knowledge and Skills are categorized by course area and grade level. The following are course area abbreviations used for the TEKS in Current Issues & Events:

English Language Arts and Reading = ELAR 1-4

Social Studies = SS 9-12

Economics = ECON

Each TEKS begins with the outline number for the appropriate course area.

Texas Essential Knowledge and Skills	Contest Knowledge and Skills
<p><u>Information Gathering, Storage and Retrieval Knowledge and Skills:</u></p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (ELAR 1-2)</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified. (ELAR 1-2)</p> <p>(21) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question</p>	<p><u>Information Gathering, Storage and Retrieval Knowledge and Skills:</u></p> <p>-Read national daily newspapers or Texas metropolitan newspapers, business newspapers, specialized periodicals, weekly news magazines, journals of political or social nature, and other periodicals that report, summarize or explain world events.</p> <p>-Conduct Web-based research and understand use of Internet search engines.</p> <p>-Watch regular network news programs as well as special feature news programs.</p> <p>-Know who, what, when, where, and why of news.</p> <p>-Create and maintain systematic means of data storage and retrieval.</p>

<p>and systematically record the information they gather. Students are expected to:</p> <p>(A) follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source;</p> <p>(B) systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines, and separate factual data from complex inferences; and</p> <p>(C) paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources. (ELAR 3-4)</p> <p>(22) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p>(A) modify the major research question as necessary to refocus the research plan;</p> <p>(B) differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument; and</p> <p>(C) critique the research process at each step to implement changes as the need occurs and is identified. (ELAR 3-4)</p>	
<p><u>Topic Research and Analysis Knowledge and Skills:</u></p> <p>(9) Understand the impact of geographic factors on major events. (SS 9-12 113.32)</p> <p>(14)(D) Identify actions of government and private sector to expand economic opportunities for all citizens.</p> <p>(E) Describe the dynamic relationship between U.S. international trade policies and the U.S. free enterprise system. (SS 9-12 113.32)</p> <p>(15) Understand changes in the role of government over time.</p> <p>(15)(D) Predict the effects of selected contemporary legislation on the roles of state and federal governments. (SS 9-12 113.32)</p> <p>(16) Understand the changing relationships among the three branches of the federal government. (SS 9-12 113.32)</p> <p>(17) Understand the impact of constitutional issues on American society. (SS 9-12 113.32)</p> <p>(18) Understand efforts to expand the democratic process.</p>	<p><u>Topic Research and Analysis Knowledge and Skills:</u></p> <p>-Focus on basic knowledge of current state, national and world events and issues.</p> <p>-Understand state and national politics and elections.</p> <p>-Understand basics of executive, legislative and judicial branches of U.S. government.</p> <p>-Understand basics of executive, legislative and judicial branches of Texas government.</p> <p>-Understand basics of free market economic system and philosophy as well as of competing economic systems and philosophies.</p> <p>-Understand cause and effect of current social and cultural issues and events.</p> <p>-Understand <u>genesis and impact of major scientific</u></p>

<p>(A) Identify and analyze methods of expanding the right to participate in the democratic process. (SS 9-12 113.32)</p> <p>(19) Understand the importance of effective leadership in a democratic society. (SS 9-12 113.32)</p> <p>(20) Understand the relationship between the arts and the times during which they were created. (SS 9-12 113.32)</p> <p>(21) Understand how people from various groups, including racial, ethnic and religious groups, adopt to life in the United States and contribute to our national identity. (SS 9-12 113.32)</p> <p>(22) Understand the impact of science and technology on the economic development of the United States. (SS 9-12 113.32)</p> <p>(23) Understand the influence of scientific discoveries and technological innovations on daily life in the United States. (SS 9-12 113.32)</p> <p>(25)(A) Use social studies terminology correctly. (SS 9-12 113.32)</p> <p>(12) Understand the impact of geographic factors on major historic events. (SS 9-12 113.33)</p> <p>(17) Understand the significance of political choices and decisions made by individuals, groups and nations throughout history. (SS 9-12 113.33)</p> <p>(18) Understand the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism and democracy. (SS 9-12 113.33)</p> <p>(5)(A) Analyze how the character of a place is related to its political, economic, social and cultural characteristics.</p> <p>(B) Analyze political, economic, social and demographic data to determine the level of development and standard of living in nations. (SS 9-12 113.34)</p> <p>(7) Understand the growth, distribution, movement and characteristics of world population. (SS 9-12 113.34)</p> <p>(8) Understand how people, places and environments are connected and interdependent. (SS 9-12 113.34)</p> <p>(13) Understand the characteristics of a variety of political units. (SS 9-12 113.34)</p> <p>(14) Understand the geographic processes that influence political divisions, relationships and policies. (SS 9-12 113.34)</p> <p>(15) Understand how different points of view influence the development of public policies and decision-making processes on local, state, national and international levels. (SS 9-12 113.34)</p> <p>(16) Understand how the components of culture affect the way people live and shape the</p>	<p>and technological advancements.</p>
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<p>characteristics of regions. (SS 9-12 113.34)</p> <p>(19) Understand the impact of technology and human modifications on the physical environment. (SS 9-12 113.34)</p> <p>(1) Understand major political ideas and forms of government in history. (SS 9-12 113.35)</p> <p>(3) Understand the roles played by individuals, political parties, interest groups and the media in the U.S. political system. (SS 9-12 113.35)</p> <p>(4) Understand why certain places and regions are important to the United States. (SS 9-12 113.35)</p> <p>(5) Understand how government policies can affect the physical and human characteristics of a place or region. (SS 9-12 113.35)</p> <p>(9) Understand the structure and functions of government created by the U.S. Constitution. (SS 9-12 113.35)</p> <p>(10) Understand the concept of federalism. (SS 9-12 113.35)</p> <p>(12)(A) Identify the functions of political parties. (SS 9-12 113.35)</p> <p>(13) Understand the similarities and differences that exist among the U.S. system of government and other political systems. (SS 9-12 113.35)</p> <p>20. Understand the impact of advances in science and technology on government and society. (SS 9-12 113.35)</p>	
<p><u>Critical Thinking Knowledge and Skills:</u></p> <p>(24) Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p> <p>(C) Explain and apply different methods that historians use to interpret the past, including the use of primary and secondary sources, points of view, frames of reference, and historical context.</p> <p>(24)(D) Use the process of historical inquiry to research, interpret and use multiple sources of evidence.</p> <p>(24)(G) Support a point of view on a social studies issue or event. (SS 9-12 113.32)</p> <p>(12)(B) Analyze the effects of physical and human geographic factors on world events.</p> <p>(C) Analyze the two-party system and evaluate the role of third parties in the United States. (SS 9-12 113.35)</p> <p>(17)(A) Analyze different points of view of political parties and interest groups on important contemporary issues. (SS 9-12 113.35)</p> <p>(21)(A) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations</p>	<p><u>Critical Thinking Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Identify and clarify the question or essay prompt. -Analyze and interpret meaning of the question or essay prompt. -Determine cause and effect of issue or event. -Evaluate credibility of source of information. -Recognize faulty, illogical, incomplete or deceptive arguments.

and predictions, and drawing inferences and conclusions. (SS 9-12 113.35)

(23)(A) Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

(E) Analyze and evaluate the validity of information from primary and secondary sources for bias, propaganda, point of view, and frame of reference. (ECON 9-12 Chapter 118)

(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:

(A) evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and

(B) draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language. (ELAR 1-4)

(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:

(A) draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text; and

(B) evaluate the structures of text (e.g., format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations. (ELAR 1-4)

(12) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:

(A) evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts;

(B) evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media;

(C) evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose; and

(D) evaluate changes in formality and tone across

<p>various media for different audiences and purposes. (ELAR 1-4)</p>	
<p><u>Critical Reading Knowledge and Skills:</u></p> <p>(24)(A) Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews and artifacts to acquire information. (SS 9-12 113.32)</p> <p>(9) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p>(A) summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion;</p> <p>(B) differentiate between opinions that are substantiated and unsubstantiated in the text;</p> <p>(C) make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and</p> <p>(D) synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic and support those findings with textual evidence. (ELAR 1-4)</p> <p>(10) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p>(A) analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience; and</p> <p>(B) analyze famous speeches for the rhetorical structures and devices used to convince the reader of the authors' propositions. (ELAR 1-4)</p> <p>(11) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p>(A) analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and</p> <p>(B) analyze factual, quantitative, or technical data presented in multiple graphical sources. (ELAR 1-4)</p>	<p><u>Critical Reading Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Determine central point of text. -Determine audience for whom the text is written. -Examine supporting facts, evidence or conclusion in text. -Assess strengths and weaknesses of information and/or arguments in text.

<p><u>Writing Process (Organization, application of ideas and material, revision of drafts, etc.) Knowledge and Skills:</u></p> <p>(25) Communicate in written form. (SS 9-12 113.32) (26) Communicate in written, oral and visual forms. (SS 9-12 113.33) (13) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to: (A) plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; (B) structure ideas in a sustained and persuasive way (e.g., using outlines, note taking, graphic organizers, lists) and develop drafts in timed and open-ended situations that include transitions and the rhetorical devices used to convey meaning; (C) revise drafts to improve style, word choice, figurative language, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed; (D) edit drafts for grammar, mechanics, and spelling; and (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences. (ELAR 1-4)</p>	<p><u>Writing Process (Organization, application of ideas and material, revision of drafts, etc.) Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Use writing process to compose an expository essay. -Draw information from a wide range of sources: political, social, cultural, economic, scientific and technological. -Develop a full range of points relative to the essay prompt. -Organize ideas, facts and arguments. -Develop and state a thesis and provide supporting statements and facts about the thesis. -Write an effective introduction. -Develop essay in a clear, organized and logical order. -Analyze, interpret and explain in the essay. -Recognize arguments, anticipate and refute counter-arguments. -Draw conclusions to demonstrate understanding. -Reach and support a conclusion. -Review and revise drafts of the essay.
<p><u>Language Use (diction, grammar, punctuation, structure, organization, etc.) Knowledge and Skills:</u></p> <p>(25)(B) Use standard grammar, spelling, sentence structure and punctuation. (SS 9-12 113.32) (24)(B) Use standard grammar, spelling, sentence structure, and punctuation. (ECON 9-12 Chapter 118) (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p>	<p><u>Language Use (diction, grammar, punctuation, structure, organization, etc.) Knowledge and Skills:</u></p> <ul style="list-style-type: none"> -Use proper sentence structure. -Use correct spelling, grammar and punctuation. -Avoid unnecessary verbiage, difficult wording and padding. -Use concrete details and apt quotations. -Avoid generalizations. -Master transitional or directional words. -Emphasize conciseness, brevity, relevance,

<p>(i) more complex active and passive tenses and verbals (gerunds, infinitives, participles); (ii) restrictive and nonrestrictive relative clauses; and (iii) reciprocal pronouns (e.g., each other, one another); (B) identify and use the subjunctive mood to express doubts, wishes, and possibilities; and (C) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (ELAR 1-2) (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to: (A) use conventions of capitalization; and (B) use correct punctuation marks including: (i) quotation marks to indicate sarcasm or irony; (ii) comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and (iii) dashes to emphasize parenthetical information. (ELAR 1-2) (17) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of different types of clauses and phrases (e.g., adjectival, noun, adverbial clauses and phrases); and (B) use a variety of correctly structured sentences (e.g., compound, complex, compound-complex). (ELAR 3-4) (18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to correctly and consistently use conventions of punctuation and capitalization. (ELAR 3-4) (19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)</p>	<p>accuracy, clarity and timeliness.</p>
<p><u>Listening, Note-taking and Teamwork Knowledge and Skills:</u></p> <p>(24)(A) listen responsively to a speaker by taking notes that summarize, synthesize, or highlight the speaker's ideas for critical reflection and by asking questions related to the content for clarification</p>	<p><u>Listening, Note-taking and Teamwork Knowledge and Skills:</u></p> <p>-Take notes on written and broadcast messages found while researching.</p> <p>-Synthesize and evaluate written and oral</p>

<p>and elaboration; (ELAR 1-4) (26) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus-building, and setting ground rules for decision-making. (ELAR 1-4)</p>	<p>messages to select valuable or pertinent information.</p> <p>-Work with other team members and coach to discuss, analyze materials and prepare for contest events.</p>
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