

**Texas University Interscholastic League**

**Contest Event: Editorial Writing**

The contest teaches students to read critically, to digest and prioritize information quickly, and to write clearly, accurately and succinctly. Emphasis is placed on mechanical and stylistic precision, lead writing, use of direct and indirect quotes, news judgment, and the ability to think deeply, to compare and contrast and to argue or defend a point of view persuasively.

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

Journalism=JOUR; Advanced Journalism=ADVJOUR; Independent Study in Journalism=ISJOUR;  
 English Language Arts and Reading=ELAR 1-4; Reading I, II, III=REA; Reading Application and Study Skills=REAAP; Research and Technical Writing=RTW; Creative and Imaginative Writing=CIW; Practical Writing Skills=PWS; Literary Genres=LG; Media Literacy-Speech=ML; World Geography=GEO; United States History Studies Since Reconstruction=USHRECON; World History Studies=WH; United States Government=GOV; Psychology=PSYC; Sociology=SOC; Economics with Emphasis on the Free Enterprise System and Its Benefits, High School=ECON; Special Topics in Social Studies=STSS; Business Communications=BC; Business Support Systems=BSS; Business Computer Information Systems=BCIS; Desktop Publishing=DP; Computer Science=CSCI; Digital Graphics and Animation=DGA; Multimedia=MM; Independent Study in Technology Applications=ISTA; Word Processing Applications=WPA; Keyboarding=KEY; Family and Career Management=FCM; Individual and Family Life=IFL; Family Health Needs=FHN; Career Studies=CS; Marketing Yourself=MY

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

<b>Texas Essential Knowledge and Skills</b>	<b>Contest Knowledge and Skills</b>
<p><u>Free Speech as Basis of Journalistic Writing Knowledge and Skills:</u></p> <p>14B. Analyze the rights guaranteed by the Bill of Rights, including first amendment freedoms. (GOV)                      17B. Analyze the importance of free speech and press in a democratic society. (GOV)                      2A. Analyze the roles of media as sources of information, entertainment, persuasion, and education. (ML)                      2B. Analyze strategies used by media to inform, persuade, entertain, and educate. (ML)</p>	<p><u>Free Speech as Basis of Journalistic Writing Knowledge and Skills:</u></p> <p>-Apply first amendment rights when writing in journalistic format.</p> <p>-Create written work that shows an understanding of the varied purposes of the media, including editorial writing, which is used to inform and educate.</p>
<p><u>Following Directions Knowledge and Skills:</u></p> <p>4G. Follow oral and written directions. (BC)                      1A. Interpret and follow directions to produce documents. (WPA)                      1B. Locate and interpret written information. (BC)</p>	<p><u>Following Directions Knowledge and Skills:</u></p> <p>-Follow written and oral directions.</p> <p>-Interpret directions to produce editorial writing copy.</p>
<p><u>Test-Taking Knowledge Skills:</u></p> <p>5J. Use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions. (REA)</p>	<p><u>Test-Taking Knowledge &amp; Skills:</u></p> <p>-Use test-taking strategies in order to move through competition materials within an allotted time.</p>

<p><u>Reading Knowledge and Skills:</u></p> <p>2A, 7J, 7H &amp; 8I. Read silently for a sustained period of time. (REA)</p> <p>2C. Adjust reading rate according to purpose for reading. (REA)</p> <p>3A. Read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure. (REA)</p> <p>5C, 7A &amp; 8A. Determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems. (REA)</p> <p>3C. Establish and adjust both immediate and overarching purposes for reading such as to find out, to understand, to interpret, to enjoy, or to solve problems. (REAAP)</p> <p>7C, 8C, 5A &amp; 3A. Monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning. (REA &amp; REAAP)</p> <p>5B. Use previous experience to comprehend. (REA)</p> <p>3B, 7B &amp; 8B. Activate and draw upon background knowledge in order to comprehend. (REAAP)</p> <p>8. Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. (ELAR 1-4)</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><u>Reading Knowledge and Skills:</u></p> <p>-Read silently.</p> <p>-Adjust reading rate for purpose of reading.</p> <p>-Read to gather information, be informed, and to solve a problem.</p> <p>-Adjust reading when understanding breaks down by rereading.</p> <p>-Draw upon experiences and background knowledge in order to comprehend text.</p>
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<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>Strategies to Explore, Clarify, Summarize and Recall Information Knowledge and Skills:</u></p> <p>1F. Take notes. (PWS)</p> <p>5B. Recall important information by taking notes or making marginal notations. (REAAP)</p> <p>3A &amp; 1A. Use writing such as learning logs to formulate questions, refine topics, and clarify ideas. (RTW &amp; ISJOUR)</p> <p>5F. Organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming. (REA)</p> <p>1B. Organize and support what is known and what needs to be learned about a topic. (ISJOUR)</p> <p>21A, 24B, 25C, 13, 14, 1B &amp; 23A. 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. (GOV, USHRECON, WH, PSYC, SOC, STSS &amp; ECON)</p> <p>7E, 8E, 5I &amp; 5I. Analyze text structures such as compare/contrast, cause/effect, or chronological order for how they influence understanding. (REAAP &amp; REA)</p> <p>5G &amp; 7G. Summarize texts by identifying main ideas and relevant details. (REA)</p> <p>5C. Summarize information from text through the use of outlines, study guides, or learning logs.</p>	<p><u>Strategies to Explore, Clarify, Summarize and Recall Information Knowledge and Skills:</u></p> <p>-Take notes or make marginal notations in order to formulate questions, refine topics, clarify ideas and recall information.</p> <p>-Sequence and categorize information to make generalizations, draw inferences and conclusions and support what is known and what needs to be known about a topic.</p> <p>-Use text structure as a way to analyze information.</p> <p>-Summarize information from text.</p> <p>-Apply reading strategies, such as skimming, scanning and rereading to learn and recall information.</p>

<p>(REAAP)  5A. Learn and recall ideas and concepts from text such as previewing, skimming, scanning, rereading, and asking questions. (REAAP)  9A. 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;  B. differentiate between opinions that are substantiated and unsubstantiated in the text;  C. make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and  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><u>Draw conclusions and inferences from text:</u></p> <p>13B. Draw and evaluate conclusions from qualitative information. (PSYC)  13E &amp; 5H. Draw conclusions from information gathered. (REAAP)  5H. Make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience. (REA)  7H, 7G, 8G &amp; 5G. Draw inferences such as conclusions, generalizations, and predictions and support them from text. (REAAP)  5H. Draw conclusions from text information (REAAP)  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)</p>	<p><u>Drawing Conclusions Knowledge and Skills:</u></p> <p>-Draw inferences and conclusions and evaluate and support them with text evidence and experience.</p>
<p><u>Analyze Story Telling Elements Knowledge and Skills:</u></p> <p>11C &amp; 2G. Analyze characters and identify time</p>	<p><u>Analyze Story Telling Elements Knowledge and Skills:</u></p> <p>-Analyze setting, time frame, characters, point of</p>

<p>and point of view. (LG)  11D &amp; 2E. Identify basic conflicts. (LG)  11E., 11C., 12C. &amp; 2F. Analyze the development of plot in narrative text. (LG)  5. Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:  A. analyze non-linear plot development (e.g., flashbacks, foreshadowing, sub-plots, parallel plot structures) and compare it to linear plot development;  B. analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;  C. analyze the way in which a work of fiction is shaped by the narrator's point of view; (ELAR 1-4)</p>	<p>view, conflicts and plot and incorporate into written piece.</p>
<p><u>Elements of News Knowledge and Skills:</u></p> <p>2G. Demonstrate an understanding of the elements of news through writing. (JOUR)</p>	<p><u>Elements of News Knowledge and Skills:</u></p> <p>-Demonstrate an understanding of the elements of news through the creation of editorial writing.</p>
<p><u>Writing Organization and Structure Knowledge and Skills:</u></p> <p>2A, 2A, 4A &amp; 2A. Select and apply prewriting strategies to generate ideas, develop voice, and plan. (CIW, RTW, PWS)  1A &amp; 4D. Organize ideas logically and sequentially. (BC &amp; BSC)  1G, 1D, 1C &amp; 1F. Organize ideas in writing to ensure coherence, logical progression, and support for ideas. (CIW, RTW)  2F, 4D, 2D &amp; 2D. Use effective sequence and transitions to achieve coherence and meaning. (PWS, CIW &amp; RTW)  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</p>	<p><u>Writing Organization and Structure Knowledge and Skills:</u></p> <p>-Plan writing through prewriting to develop and generate ideas and plan structure.</p> <p>-Organize ideas to ensure coherence, logical progression, and support of ideas.</p>

<p>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 as Communication Knowledge and Skills:</u></p> <p>2A, 3A &amp; 4A. Produce legible written work, including handwritten, word processed, and typed documents. (PWS, CIW &amp; RTW)  2I. Write both independently and/or collaboratively. (CIW &amp; RTW)  4A. Demonstrate basic writing skills through assigned tasks. (BSS)  2B &amp; 6K, 12A &amp; 12B. Demonstrate effective verbal, nonverbal, written, and electronic communication skills. (CS, FCM, IFL &amp; FHN)  6A. Communicate effectively in a business context. (MY)  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:  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;</p>	<p><u>Writing as Communication Knowledge and Skills:</u></p> <p>-Produce legible written work, including handwritten and word processed documents.  -Demonstrate effective written communication skills through independent writing tasks.</p>

<p>ii. comma placement in nonrestrictive phrases, clauses, and contrasting expressions; and  iii. dashes to emphasize parenthetical information.  (ELAR 1-2)</p>	
<p><u>Writing Selecting Format for Audience and Purpose Knowledge and Skills:</u></p> <p>2H &amp; 4C. Elect the most appropriate journalistic format to present content. (JOUR &amp; ADVJOUR)  2F. Use different forms of journalistic writing such as reviews, ad copy, columns, news, features, and editorials to inform, entertain, and/or persuade. (JOUR)  1A. Write informative and persuasive texts, including essays, reports, and proposals. (RTW &amp; CIW)  1B. Use the distinguishing characteristics of various written forms such as essays, scientific reports, speeches, and memoranda. (RTW)  1B. Demonstrate the distinguishing characteristics of various written forms such as essays, short stories, poetry, and drama in his/her own writing. (CIW)  1C, 1B &amp; 1C. Write in voice and style appropriate to audience and purpose. (RTW)  1B, 1C, 4C, 2C &amp; 2C. Use vocabulary, sentence structure, organization, and rhetorical devices appropriate to audience and purpose. (PWS, CIW &amp; RTW)  1C. Write for authentic, persuasive purposes. (PWS)  15B. Write procedural or work-related documents (e.g., instructions, e-mails, correspondence, memos, project plans) that include:  i. organized and accurately conveyed information; and  ii. reader-friendly formatting techniques; (ELAR 1-4)</p>	<p><u>Writing Selecting Format for Audience and Purpose Knowledge and Skills:</u></p> <p>-Select the most appropriate journalistic format to present content.  -Write for a specific journalistic purpose and audience, using appropriate vocabulary, sentence structure, format, organization, and rhetorical devices.</p>
<p><u>Writing Tone and Voice Knowledge and Skills:</u></p> <p>1C. Elaborate by using concrete images, figurative language, sensory observation, dialogue, and other rhetorical devices to enhance meaning. (CIW)  1D. Employ various points of view to communicate effectively. (CIW)  1E. Choose topics and forms to develop fluency and voice. (CIW)  4A. Relate sensation and perception to various points of view. (PSYC)  5D. Find similarities and differences across texts</p>	<p><u>Writing Tone and Voice Knowledge and Skills:</u></p> <p>-Develop voice and create tone through the use of various points of view, sentence structure, word choice, sensory observations, and figurative language.</p>

<p>such as explanations, points of view, or themes. (REA)  3B &amp; 2D. Use varied sentence structures to express meanings and achieve desired effect. (PWS)  1F. Use word choice, sentence structure, and repetition to create tone. (CIW)  13C. Revise drafts to clarify meaning and achieve specific rhetorical purposes, consistency of tone, and logical organization by rearranging the words, sentences, and paragraphs to employ tropes (e.g., metaphors, similes, analogies, hyperbole, understatement, rhetorical questions, irony), schemes (e.g., parallelism, antithesis, inverted word order, repetition, reversed structures), and by adding transitional words and phrases; (ELAR 3-4)</p>	
<p><u>Vocabulary and Spelling Knowledge and Skills:</u></p> <p>2B, 6B &amp; 7B. Rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary. (REAAP)  2C, 6C &amp; 7C. Apply meanings of prefixes, roots, and suffixes to comprehend. (REAAP)  2D. Investigate word origins as an aid to understanding meanings, derivations, and spellings. (REAAP)  2F &amp; 7F. Discriminate between connotative and denotative meanings and interpret the connotative power of words. (REAAP)  3C &amp; 4E. Use appropriate vocabulary. (PWS &amp; RTW)  2B &amp; 1E. Employ precise language and technical vocabulary to communicate ideas clearly and concisely. (RTW)  4A. Develop business and professional vocabulary skills. (BC)  4C, 3C &amp; 2C. Use correct spelling in the final draft. (RTW, CIW &amp; PWS)  1. Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:  A. determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;  B. analyze textual context (within a sentence and in larger sections of text) to distinguish between the denotative and connotative meanings of words;  C. produce analogies that describe a function of</p>	<p><u>Vocabulary and Spelling Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Rely on vocabulary learning strategies, such as contextual clues; meanings of prefixes, roots, and suffixes; word origins; and connotative and denotative meanings to interpret the meaning and power of words.</li> <li>-Use precise language and professional vocabulary to communicate ideas clearly and concisely.</li> <li>-Use correct spelling.</li> </ul>

<p>an object or its description;  D. describe the origins and meanings of foreign words or phrases used frequently in written English (e.g., <i>caveat emptor</i>, <i>carte blanche</i>, <i>tete a tete</i>, <i>pas de deux</i>, <i>bon appetit</i>, <i>quid pro quo</i>); and  E. use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. (ELAR 1-4)  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><u>Language Conventions Knowledge and Skills:</u></p> <p>22B, 25B, 26B, 14B, 15, 2B &amp; 24B. Use standard grammar, spelling, sentence structure, and punctuation. (GOV, USHRECON, WH, PSYC, SOC, STSS &amp; ECON)  2B, 3B &amp; 4B. Employ written conventions appropriately such as capitalizing and punctuating for various forms such as business letters and resumés. (PWS, CIW &amp; RTW)  3B, 3D, 4D &amp; 3A. Demonstrate control over grammatical elements such as subject-verb agreement, pronoun-antecedent agreement, and verb forms in the final draft. (CIW, RTW &amp; PWS)  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)</p>	<p><u>Language Conventions Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Use standard grammar, spelling, sentence structure, and punctuation.</li> <li>-Employ written conventions appropriately such as capitalizing and punctuating for various forms.</li> <li>-Demonstrate control over grammatical elements, such as subject-verb agreement, pronoun-antecedent agreement, and verb forms.</li> </ul>
<p><u>Reference Material Knowledge and Skills:</u></p> <p>2E, 6E &amp; 7E. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage. (REAAP)  4F &amp; 3E. Consistently use a manual or form such as Modern Language Association (MLA), American Psychological Association (APA), and The Chicago Manual of Style (CMS). (RTW)  2I. Use journalistic style. (JOUR)</p>	<p><u>Reference Material Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Use reference materials, such as dictionary and thesaurus.</li> <li>-Use the AP style manual for journalistic style.</li> </ul>

<p>21C. 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><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <p>4H. Proofread writing. (PWS)  2E. Revise and edit copy using appropriate copy reading and proofreading symbols. (JOUR)  3B. Edit a variety of written documents. (BCIS)  3A, 4F, 2G &amp; 2F. Edit as appropriate for the conventions of standard written English such as grammar, spelling, punctuation, capitalization, and sentence structure in the final draft. (PWS, CIW &amp; RTW)  2E, 2E &amp; 4E. Revise drafts by rethinking content, organization, and style to better accomplish the task. (CIW, RTW &amp; PWS)  13D. Edit drafts for grammar, mechanics, and spelling. (ELAR 1-4)</p>	<p><u>Proofreading, Editing, and Revising Writing Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Proofread writing.</li> <li>-Edit copy as appropriate for the conventions of standard English such as grammar, spelling, punctuation, capitalization, and sentence structure.</li> <li>-Revise copy by rethinking content, organization, and style.</li> </ul>
<p><u>Persuasive Techniques Knowledge and Skills:</u></p> <p>2C. Provide editorial coverage to inform and encourage the reader to make intelligent decisions. (ADVJOUR)  6C. Compose positive, negative, and persuasive messages. (BC)  23A, 26A, 27A, 23C, 16A, 15A, 3A &amp; 25A. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (GOV, USHRECON, WH, GEO, SOC, PSYC. STSS &amp; ECON)  23B, 26B, 27A, 23D, 16., 15B, 3B &amp; 25B. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (GOV, USHRECON, WH, SOC, PSYC, STSS &amp; ECON)  2B. Evaluate the predicted outcomes of given courses of actions in particular situations based on an understanding of the development of morality. (PSYC)  8F &amp; 4F. Recognize logical and illogical modes of persuasion in texts. (REA &amp; REAAP)  8C. Evaluate different communication techniques, including propaganda and advertising, used to influence perceptions, attitudes, and behaviors of</p>	<p><u>Persuasive Techniques Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Compose a persuasive message in the form of an editorial.</li> <li>-Use problem solving and decision making to identify a problem, list and consider options, choose a solution and call others to action.</li> <li>-Include a prediction of the course of actions in a particular situation in an editorial writing piece.</li> <li>-Use logical modes of persuasion to influence perceptions, attitudes, and behaviors of readers.</li> <li>-Use social studies and economic perspectives when appropriate to strengthen stance on an issue.</li> </ul>

<p>persons and groups. (SOC)  3A. Apply various perspectives of motivation to a given economic situation such as the choice of car to purchase, personal budget priorities, or choice of jobs. (PSYC)  24G, 25H &amp; 1D. Support a point of view on a social studies issue or event. (USHRECON, WH &amp; STSS)  16. Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write an argumentative essay to the appropriate audience that includes:  A. a clear thesis or position based on logical reasons supported by precise and relevant evidence;  B. consideration of the whole range of information and views on the topic and accurate and honest representation of these views;  C. counter-arguments based on evidence to anticipate and address objections;  D. an organizing structure appropriate to the purpose, audience, and context; and  E. an analysis of the relative value of specific data, facts, and ideas. (ELAR 1-4)</p>	
<p><u>Computer Usage Knowledge and Skills:</u></p> <p>4I, 2H, 2H, 2E &amp; 2G. Use available technology for creating, revising, editing, and publishing texts. (PWS, CIW, RTW)  2B. Demonstrate the ability to compose at the keyboard. (KEY)  3A, 4A &amp; 2A. Produce legible written work, including handwritten, word processed, and typed documents. (CIW, RTW &amp; PWS)  3B. Improve the touch-system skill using the keyboard and keypad to input data. (BCIS)  7C &amp; 1C. Demonstrate the correct touch-system techniques for operating alphabetic keys. (BSS &amp; KEY)  7D &amp; 1D. Demonstrate the correct touch-system techniques for operating numeric and symbol keys. (BSS &amp; KEY)  7E &amp; 1E. Demonstrate the correct touch-system techniques for operating the ten-key numeric pad. (BSS &amp; KEY)  2G. Demonstrate mastery of basic grammar, including use of punctuation marks, keying of numbers and symbols, and capitalization when composing. (KEY)  7B &amp; 1B. Demonstrate proper care and operation of equipment. (BSS &amp; KEY)  2A. Demonstrate proficiency in the use of a variety</p>	<p><u>Computer Usage Knowledge and Skills:</u></p> <ul style="list-style-type: none"> <li>-Use available technology for creating, revising, and editing text.</li> <li>-Produce work that is word processed and composed at the keyboard.</li> <li>-Demonstrate a mastery of the keyboard touch-system.</li> <li>-Operate computer technology with proper care.</li> <li>-Use hardware including computer and printer and software including a text program to produce documents.</li> <li>-Print story within time limit.</li> </ul>

of input devices such as keyboard, scanner, voice/sound recorder, mouse, touch screen, or digital video by appropriately incorporating such components into the product. (DP, CSCI, DGA, MM & ISTA)

3C. Utilize hardware and software flexibility needed to produce documents to address different computer applications. (BCIS)

11B. Use printing options such as tiling, color separations, collation, and previewing; distinguish design and printing requirements as they relate to purposes, audiences, and final output. (DP)

