

Teacher Wraparound Edition



Indiana  
Edition

*United States*  
**GOVERNMENT**  
*Democracy In Action*



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**Glencoe**



# Correlations: Academic Standards for United States Government

United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 1 The Nature of Politics and Government</b>  <i>Students will identify, define, compare, and contrast ideas regarding the nature of government, politics, and civic life, and explain how these ideas have influenced contemporary political and legal systems. They will also explain the importance of government, politics, and civic engagement in a democratic republic and demonstrate how citizens participate in civic and political life in their own communities.</i></p>		
<p><b>USG.1.1</b> Define civic life, political life, and private life and describe the activities of individuals in each of these spheres. (Sociology)</p>	<p>84–90, 114, 391–397, 417, 453–457, 529, 719</p>	<p>84, 85, 89, 391, 392, 393, 394, 395, 396, 397, 417, 453, 455</p>
<p><b>USG.1.2</b> Define the terms and explain the relationship between politics, government, and public policy. (Economics)</p>	<p>8, 14, 112</p>	<p>8, 14, 112</p>
<p><b>USG.1.3</b> Describe the purposes and functions of government through the interpretation of the <i>Preamble</i> of the United States Constitution. (Economics)</p>	<p>5–11, 12–17, 20–24, 63–67, 68–75, 79–81, 84–90</p>	<p>5, 6, 7, 8, 9, 11, 12, 13, 19, 20, 21, 22, 23, 63, 64, 65, 66</p>
<p><b>USG.1.4</b> Define and contrast types of government including direct democracy, monarchy, oligarchy, and totalitarianism. (History, Sociology)</p>	<p>12–14, 18–24</p>	<p>12, 13, 14, 18, 19, 20, 21, 22, 23, 24</p>
<p><b>USG.1.5</b> Compare and contrast characteristics of limited and unlimited governments and provide historical and contemporary examples of each type of government.</p>	<p>18–24, 35–36, 67</p>	<p>18, 19, 20, 21, 23, 24, 35</p>
<p><b>USG.1.6</b> Compare and contrast unitary, confederal, and federal systems of government.</p>	<p>12, 65, 95–102, 103–105, 106–110, 112–116</p>	<p>12, 96, 99, 100, 101, 102, 105, 110, 112, 116</p>
<p><b>USG.1.7</b> Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic, such as the United States. (Sociology)</p>	<p>24</p>	<p>24</p>



# Focus on Indiana

United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<b>USG.1.8</b> Define and provide examples of constitutionalism, rule of law, limited government, and popular sovereignty in the United States Constitution and explain the relationship of these three constitutional principles to the protection of the rights of individuals. (History, Sociology)	36, 63–67, 398–405	36, 63, 64, 65, 66, 67, 398, 399, 401, 402, 403, 404, 405
<b>USG.1.9</b> Explain the importance of a written constitution in establishing and maintaining the principles of rule of law and limited government.	36, 63–67	36, 63, 64, 65, 66, 67
<b>USG.1.10</b> Describe the sources of authority from ancient to modern times that provided governmental legitimacy. (History, Anthropology)	5–11	5, 6, 10, 11
<b>USG.1.11</b> Describe how the United States Constitution establishes majority rule while protecting minority rights and balances the common good with individual liberties. (History, Sociology)	21, 22, 24, 412, 760, 774–799	21, 774–799
<p><b>Standard 2 Foundations of Government in the United States</b></p> <p><i>Students will identify and define ideas at the center of government and politics in the United States, interpret founding-era documents and events associated with the core ideas, and explain how commitment to these foundational ideas constitutes a common American civic identity. They will also analyze issues about the meaning and application of these essential ideas to government, politics, and civic life, and demonstrate how citizens apply these foundational ideas in civic and political life.</i></p>		
<b>USG.2.1</b> Summarize the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791). (History)	51–52, 53–58, 63–67, 68, 76, 84–87	51, 52, 53, 54, 55, 57, 58, 63, 64, 65, 66, 67, 86



United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.2.2</b> Define and provide examples of foundational ideas of American government, including natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights, which are embedded in founding-era documents.</p> <p><b>Example:</b> Magna Carta (1215), Mayflower Compact (1620), English Bill of Rights (1689), The Virginia Declaration of Rights (1776), the Declaration of Independence (1776), the Virginia Statute for Religious Freedom (1786), the Northwest Ordinance (1787), the United States Constitution (1787), selected Federalist Papers, such as numbers 1, 9, 10, 39, 51, and 78 (1787–1788), the Bill of Rights (1791), and the Indiana Constitutions of 1816 and 1851.</p>	<p>35–36, 36–37, 39, 46–47, 50, 53–58, 84–87, 802, 803, 804, 805, 812–814, 815–816</p>	<p>35, 36, 37, 39, 46, 47, 50, 54, 55, 56, 57, 58, 84, 85</p>
<p><b>USG.2.3</b> Explain how a common and shared American civic identity is based on commitment to foundational ideas in founding-era documents and in core documents of subsequent periods of United States history. (History)</p> <p><b>Example:</b> The Declaration of Independence (1776), the Seneca Falls Declaration of Sentiments and Resolutions (1848), President Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865), President Franklin Roosevelt’s “Four Freedoms” speech (1941), President John F. Kennedy’s Inaugural Address (1961), and Reverend Martin Luther King Jr.’s “Letter From Birmingham Jail” (1963).</p>	<p>46–47, 818, 819, 820, 821, 823</p>	<p>46, 47</p>
<p><b>USG.2.4</b> Compare and contrast the ideas of the Federalists and the Anti-Federalists regarding the respective roles of state and national government on ratification of the United States Constitution (1787–1788). (History)</p>	<p>56–57</p>	<p>56, 57</p>
<p><b>USG.2.5</b> Define and provide historical and contemporary examples of fundamental principles and values of American political and civic life, including liberty, security, the common good, justice, equality, law and order, rights of individuals, and social diversity. (Sociology)</p>	<p>21, 29, 84–85, 310, 339, 407, 424–427, 725</p>	<p>21, 29, 84, 85, 310, 424, 425, 426, 427, 725</p>



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United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.2.6</b> Explain the importance for communities comprised of diverse individuals, groups, and communities to make a common commitment to fundamental principles and values of American democracy. (History, Sociology)</p>	<p>23, 114, 391–397, 508–509, 546–548</p>	<p>23, 114, 390, 391, 392, 393, 394, 396, 397, 508, 509, 546, 548</p>
<p><b>USG.2.7</b> Identify and explain historical and contemporary efforts to narrow discrepancies between fundamental principles and values of American democracy and realities of American political and civic life. (History, Sociology)</p>	<p>21, 29, 84–85, 310, 339, 407, 424–427, 725</p>	<p>424, 425, 426, 427, 725</p>
<p><b>Standard 3 Purposes, Principles, and Institutions of Government in the United States</b>  <i>Students will explain how purposes, principles, and institutions of government for the American people are established in the United States Constitution and reflected in the Indiana Constitution. They will describe the structures and functions of American constitutional government at national, state, and local levels, and practice skills of citizenship in relationship to their constitutional government.</i></p>		
<p><b>USG.3.1</b> Analyze the United States Constitution and explain characteristics of government in the United States, which define it as a federal, presidential, constitutional, and representative democracy.</p>	<p>53–58, 63–67, 68–75, 76–81, 84–90, 95–102, 103–105, 106–110</p>	<p>53, 54, 56, 58, 63, 64, 66, 67, 68, 69, 72, 74, 75, 76, 77, 79, 80, 81, 84, 85, 87, 89, 90, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110</p>
<p><b>USG.3.2</b> Explain the constitutional principles of federalism, separation of powers, the system of checks and balances, representative democracy, and popular sovereignty; provide examples of these principles in the governments of the United States and the state of Indiana.</p>	<p>20, 37, 65–67, 68–75, 92, 93, 95–102, 103–105, 106–110, 118, 169–179, 328, 341, 668, 682, 685</p>	<p>20, 37, 66, 67, 68, 69, 70, 71, 74, 75, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110</p>
<p><b>USG.3.3</b> Identify and describe provisions of the United States Constitution and the Indiana Constitution that define and distribute powers and authority of the federal or state government.</p>	<p>56–57, 65, 95–102, 103–105, 106–110</p>	<p>56, 57, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110</p>
<p><b>USG.3.4</b> Explain the relationship between limited government and a market economy. (Economics)</p>	<p>23, 27, 28, 67, 718</p>	<p>23, 27, 67, 718</p>
<p><b>USG.3.5</b> Explain the following section of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of government.” (History)</p>	<p>787</p>	<p>787</p>



United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.3.6</b> Compare and contrast the enumerated, implied, and denied powers in the United States Constitution and the Indiana Constitution.</p>	69, 96, 98, 775–799	69, 96, 98
<p><b>USG.3.7</b> Explain the relationships among branches of the United States government and Indiana government, which involve separation and sharing of powers as a means to limited government.</p>	68–75, 775–786	68, 69, 71, 72, 74, 75
<p><b>USG.3.8</b> Describe the fiscal and monetary policies incorporated by the United States government and Indiana government and evaluate how they affect individuals, groups, and businesses. (Economics)</p>	567–568, 569–570	567, 568, 569, 570
<p><b>USG.3.9</b> Explain how a bill becomes law in the legislative process of the United States.</p>	181–188, 191–192	181, 182, 183, 184, 185, 186, 187, 188, 191, 192
<p><b>USG.3.10</b> Describe the procedures for amending the United States Constitution and analyze why it is so difficult to amend the Constitution.</p>	76–81, 64, 65, 92, 787	76, 77, 78, 79, 80, 81
<p><b>USG.3.11</b> Analyze the functions of the judicial branch of the United States and Indiana governments with emphasis on the principles of due process, judicial review, and an independent judiciary.</p>	66–67, 73, 80–81, 86, 89, 308, 336–337, 356–357, 427–428	66, 67, 80, 81, 86, 89, 308, 336, 337, 356, 357, 427, 428
<p><b>USG.3.12</b> Analyze the functions of major departments of the executive branch in the United States and in Indiana.</p> <p><b>Examples:</b> United States—Department of Defense, Department of State, Department of Homeland Security, Department of Treasury, Department of Justice; Indiana—Department of Agriculture, Department of Education, Department of Natural Resources, Department of Revenue, and the Indiana Economic Development Corporation.</p>	70–71, 237, 276–279, 621–625	70, 237, 276, 277, 278, 279, 621, 622, 623, 624, 625
<p><b>USG.3.13</b> Explain the electoral process in terms of election laws and election systems on the national, state, and local level.</p> <p><b>Example:</b> Voter registration, primary elections, and campaign finance laws.</p>	220–226, 396–397, 465, 466–468, 477–479, 486–491	220, 221, 222, 223, 224, 225, 226, 396, 397, 465, 466, 467, 468, 477, 478, 479, 486, 487, 488, 489, 490



# Focus on Indiana

United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.3.14</b> Summarize the evolution of political parties and their ideologies in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system. (History)</p>	<p>23, 196–197, 221, 316–317, 453, 454–455, 460–462, 493–494, 504, 519</p>	<p>23, 197, 221, 316, 317, 453, 454, 455, 460, 461, 462, 493, 494, 504, 519</p>
<p><b>USG.3.15</b> Explain and evaluate the original purpose and function of the Electoral College and its relevance today.</p>	<p>220–226, 227</p>	<p>220, 221, 222, 223, 224, 225, 226, 227</p>
<p><b>USG.3.16</b> Explain the organization of state and local governments in Indiana and analyze how they affect the lives of citizens. (Sociology)</p>	<p>637–640, 641–647, 648–654, 656–658, 663–668, 669–675, 677–682</p>	<p>637, 638, 639, 640, 641, 642, 643, 644, 646, 647, 648, 649, 650, 653, 654, 656, 657, 658, 663, 664, 667, 668, 669, 670, 671, 672, 673, 674, 675, 677, 678, 681, 682</p>
<p><b>USG.3.17</b> Identify special interest groups and explain their impact on the development of state and local public policy. (Economics, Sociology)</p> <p><b>Example:</b> Citizen’s groups, corporate lobbyists, unions, and educational institutions.</p>	<p>503–507, 508–513, 514–517, 583</p>	<p>503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 583</p>
<p><b>USG.3.18</b> Identify and analyze decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>Clinton v. City of New York</i> (1998), and <i>Bush v. Gore</i> (2000). (History, Sociology)</p>	<p>67, 73, 126, 188, 255, 267, 307–308, 340, 341, 342, 754–768</p>	<p>67, 126, 188, 267, 307, 308, 340, 341, 342, 754–768</p>
<p><b>USG.3.19</b> Identify and analyze decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Alden v. Maine</i> (1999) and the denial of certiorari for the Terri Schiavo case (2005). (History, Sociology)</p>	<p>69, 102, 107, 308</p>	<p>69, 102, 107, 308, 754–768</p>
<p><b>USG.3.20</b> Describe the influence of the media on public opinion and public policy.</p>	<p>515, 520, 527–534, 536–537, 538</p>	<p>515, 520, 527, 528, 529, 530, 531, 532, 533, 534, 536, 537, 538</p>



United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 4 The Relationship of the United States to Other Nations in World Affairs</b>  <i>Students will analyze the interactions between the United States and other nations and evaluate the role of the United States in world affairs.</i></p>		
<p><b>USG.4.1</b> Compare and contrast governments throughout the world with the United States government in terms of source of the government’s power.   <b>Example:</b> Democracy, dictatorship, monarchy.</p>	<p>18–24, 689–694, 696–701</p>	<p>18, 19, 20, 21, 23, 24, 689, 690, 691, 692, 693, 694, 696, 697, 698, 699, 701</p>
<p><b>USG.4.2</b> Describe how different governments interact in world affairs.   <b>Example:</b> Trade, diplomacy, military actions, treaties and agreements.</p>	<p>689–694, 696–701, 702–706</p>	<p>689, 690, 691, 692, 693, 694, 696, 698, 699, 701, 702, 703, 704, 705, 706</p>
<p><b>USG.4.3</b> Identify and describe contemporary examples of conflict among nations. (Economics; Individuals, Sociology)   <b>Example:</b> Competition for resources and territory, differences in ideology, and religious or ethnic conflict.</p>	<p>707–710</p>	<p>707, 708, 709, 710</p>
<p><b>USG.4.4</b> Identify the costs and benefits to the United States of participating in international organizations. (Economics, Sociology)   <b>Example:</b> The United Nations (UN), North Atlantic Treaty Organization (NATO), World Trade Organization (WTO), and North American Free Trade Agreement (NAFTA).</p>	<p>575–576, 627–628, 702–704, 734–736</p>	<p>575, 576, 627, 628, 702, 703, 704, 735, 736</p>
<p><b>USG.4.5</b> Analyze powers the United States Constitution gives to the executive, legislative, and judicial branches of government in the area of foreign affairs. (History)</p>	<p>80, 162–163</p>	<p>80</p>
<p><b>USG.4.6</b> Identify and describe strategies available to the United States government to achieve foreign policy objectives. (Economics, Geography, History).   <b>Example:</b> Diplomacy, aid, treaties, sanctions, and military intervention.</p>	<p>162–163, 607–613, 614–620, 621–625, 627–630</p>	<p>162, 607, 608, 609, 610, 611, 612, 613, 614, 615, 617, 618, 619, 620, 621, 622, 623, 624, 625, 627, 628, 629, 630</p>





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United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.4.7</b> Describe the influence individuals, businesses, labor, and other organizations exercise on United States foreign policy. (Economics, Sociology)</p> <p><b>Example:</b> Corporate lobbyists, unions, citizen groups, educational institutions, media, and world institutions.</p>	607–613, 620	607, 608, 609, 610, 611, 612, 613, 620
<p><b>USG.4.8</b> Provide examples of nongovernmental international organizations and explain their role in international affairs. (Economics, Sociology)</p> <p><b>Example:</b> The International Red Cross, Catholic Relief Services.</p>	24, 291–298	24, 291, 292, 293, 297, 298
<p><b>USG.4.9</b> Identify world issues including political, cultural, demographic, economic, and environmental challenges that affect the United States foreign policy in specific regions of the world.</p> <p><b>Example:</b> Use technology to gather and present information about the following issues—globalization, immigration, global climate change, terrorism, and ethnic cleansing.</p>	627–630	627, 628, 629, 630
<p><b>USG.4.10</b> Discuss specific foreign policy issues that impact local community and state interests. (Economics, Sociology)</p> <p><b>Example:</b> Trade, immigration, war.</p>	389–390, 732–736	389, 390, 732, 733, 734, 735, 736
<p><b>Standard 5 Roles of Citizens in the United States</b></p> <p><i>Students will explain the idea of citizenship in the United States, describe the roles of United States citizens, and identify and explain the rights and responsibilities of United States citizens. They will also examine how citizens can participate responsibly and effectively in the civic and political life of the United States.</i></p>		
<p><b>USG.5.1</b> Define the legal meaning of citizenship in the United States.</p>	391–397	391, 392, 393, 394, 395, 396, 397
<p><b>USG.5.2</b> Describe the requirements for citizenship in the United States and residency in Indiana and deliberate on criteria used for attaining both. (Sociology)</p>	391–397	391, 392, 393, 394, 395, 396, 397



United States Government Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>USG.5.3</b> Analyze the roles of citizens in Indiana and the United States. (Sociology)</p> <p><b>Example:</b> Voting in public elections, being informed on civic issues, participating in voluntary associations, and participating in political activities.</p>	391–397	391, 392, 393, 394, 395, 396, 397
<p><b>USG.5.4</b> Discuss the individual’s legal obligation to obey the law, serve as a juror, and pay taxes.</p>	108, 315, 396–397, 656–658	108, 315, 396, 397, 656, 657
<p><b>USG.5.5</b> Identify and describe the civil and constitutional rights found in the United States Constitution and Bill of Rights and expanded by decisions of the United States Supreme Court. (Economics, History, Sociology)</p> <p><b>Example:</b> Freedom of speech, right to bear arms, justice.</p>	84–90, 398–405, 406–410, 412–418, 423–428, 430–435, 437–443, 789–799	84, 85, 86, 87, 88, 89, 90, 398, 399, 400, 401, 402, 403, 405, 406, 407, 408, 409, 410, 412, 413, 414, 415, 416, 417, 418, 423, 424, 425, 426, 428, 430, 431, 432, 433, 434, 435, 437, 438, 439, 440, 441, 442, 443, 754–768, 789, 799
<p><b>USG.5.6</b> Identify when it is constitutional for governments to limit the rights of individuals.</p> <p><b>Example:</b> Times of civil unrest or emergency.</p>	85–86, 398–405, 416–418	85, 86, 398, 399, 400, 401, 402, 403, 404, 405, 416, 417, 418
<p><b>USG.5.7</b> Explain and give examples of important citizen actions that monitor and influence local, state, and national government as individuals and members of interest groups.</p> <p><b>Example:</b> Voting, lobbying, editorial writing, protests.</p>	114, 198, 229, 325–326, 503–507, 508–513, 514–517, 519	114, 198, 229, 236, 325, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 519
<p><b>USG.5.8</b> Explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.</p>	23, 36, 114, 396–397, 529, 546–548	23, 36, 114, 396, 397, 529, 546, 548
<p><b>USG.5.9</b> Describe opportunities available to individuals to contribute to the well-being of their communities and participate responsibly in the political process at local, state, and national levels of government.</p>	23, 114, 396–397, 508–509, 546–548	23, 114, 396, 397, 508, 509, 546, 548



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<p><b>USG.5.10</b> Analyze and evaluate decisions about civil rights and liberties of individuals in landmark cases of the United States Supreme Court. (History)</p> <p><b>Example:</b> <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Mapp v. Ohio</i> (1961), <i>Brandenburg v. Ohio</i> (1969), <i>Wisconsin v. Yoder</i> (1972), <i>Roe v. Wade</i> (1973), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).</p>	326, 339, 363–364, 367, 369, 371, 399, 755, 761, 762, 764, 765, 767, 768	326, 339, 363, 364, 367, 369, 371, 399, 755, 761, 762, 764, 765, 767, 768
<p><b>USG.5.11</b> Give examples of the role that individual citizens can play in world affairs.</p> <p><b>Example:</b> Join international aid organizations such as the Peace Corps and Habitat for Humanity; write letters to state and federal legislators; write letters to the editor; and participate in public demonstrations.</p>	266, 291–298	266, 291, 292, 293, 294, 296, 297, 298
<p><b>USG.5.12</b> Use information from a variety of resources to describe and discuss American political issues such as environmental issues, women’s rights, and affirmative action.</p>	78, 108, 140, 162, 362, 412–414, 415–416, 506, 587–589, 650–651, 711–712, 754–768, 774–799, 800–827, 828–835	78, 108, 140, 163, 362, 412, 413, 414, 415, 416, 506, 587, 589, 650, 651, 711, 712, 754–768, 774–799, 800–827, 828–835



## Correlations: Core Standards for United States Government

Core Standards for United States Government	Student Edition Pages	Teacher Edition Pages
<b>Core Standard 1 <i>The Nature of Politics and Government</i></b>		
<p>Compare and contrast the various types of governments (e.g., monarchy, oligarchy, representative democracy, dictatorship, autocracy). Describe the sources of authority that each has used to legitimize government power.</p> <p><b>[Standards Indicators: USG.1.4, USG.1.5, USG.1.6, USG.1.7, USG.1.8, USG.1.10]</b></p>	<p>5–11, 12–14, 18–24, 35–36, 63–67, 95–102, 103–105, 106–110, 112–116, 398–405</p>	<p>5, 6, 10, 11, 12, 13, 14, 18, 19, 20, 21, 22, 23, 24, 35, 36, 63, 64, 65, 66, 67, 96, 99, 100, 101, 102, 105, 110, 112, 116, 398, 399, 401, 402, 403, 404, 405</p>
<b>Core Standard 2 <i>Foundations of United States Government</i></b>		
<p>1. Discuss the ways in which founding era ideas and documents relate to contemporary society, and explain past and present efforts to narrow discrepancies between fundamental democratic principles and the realities of American political and civic life. Explain the importance of a civil society for the preservation and improvement of our form of government.</p> <p><b>[Standards Indicators: USG.1.7, USG.1.9, USG.1.10, USG.1.11, USG.2.1, USG.2.2, USG.2.3, USG.2.4, USG.2.5, USG.2.6, USG.2.7, USG.5.10, USG.5.12]</b></p>	<p>5–11, 21, 22, 23, 24, 29, 35–37, 39, 46–47, 50, 51–52, 53–58, 63–67, 68, 76, 78, 84–87, 108, 114, 140, 162, 310, 326, 339, 362, 363–364, 367, 369, 371, 391–397, 399, 407, 412–414, 415–416, 424–427, 506, 508–509, 546–548, 587–589, 650–651, 711–712, 725, 754–768, 760, 761, 762, 764, 765, 767, 768, 774–799, 800–827, 828–835</p>	<p>5, 6, 10, 11, 21, 23, 24, 29, 35, 36, 37, 39, 46, 47, 50, 51, 52, 53, 54, 55, 56, 57, 58, 63, 64, 65, 66, 67, 78, 84, 85, 86, 108, 114, 140, 163, 310, 326, 339, 362, 363, 364, 367, 369, 371, 390, 391, 392, 393, 394, 396, 397, 399, 412, 413, 414, 415, 416, 424, 425, 426, 427, 506, 508, 509, 546, 548, 587, 589, 650, 651, 711, 712, 725, 754–768, 774–799, 800–827, 828–835</p>



Core Standards for United States Government	Student Edition Pages	Teacher Edition Pages
<p>2. Describe the fundamental principles upon which the United States Constitution is based (e.g., limited government, constitutionalism, rule of law, popular sovereignty). Explain how the limited government described in the United States Constitution is related to the development of a market economy.</p> <p><b>[Standards Indicators: USG.1.3, USG.1.7, USG.1.8, USG.1.10, USG.1.11, USG.3.2, USG.3.3, USG.3.4]</b></p>	<p>5–11, 12–17, 20–24, 36, 27, 28, 37, 56–57, 65, 63–67, 68–75, 79–81, 84–90, 92, 93, 95–102, 103–105, 106–110, 118, 169–179, 328, 341, 398–405, 412, 668, 682, 685, 718, 760, 774–799</p>	<p>5, 6, 7, 8, 9, 11, 12, 13, 19, 20, 21, 22, 23, 27, 36, 37, 56, 57, 63, 64, 65, 66, 67, 68, 69, 70, 71, 74, 75, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110, 398, 399, 401, 402, 403, 404, 405, 718, 774–799</p>
<p><b>Core Standard 3 <i>Defining Our Government</i></b></p>		
<p>Explain why the government of the United States is defined as federal, presidential, constitutional, and a representative democracy.</p> <p><b>[Standards Indicators: USG.1.3, USG.1.7, USG.3.1, USG.3.2]</b></p>	<p>5–11, 12–17, 20–24, 37, 53–58, 63–67, 68–75, 76–81, 84–90, 92, 93, 95–102, 103–105, 106–110, 118, 169–179, 328, 341, 668, 682, 685</p>	<p>5, 6, 7, 8, 9, 11, 12, 13, 19, 20, 21, 22, 23, 37, 53, 54, 56, 58, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 74, 75, 76, 77, 79, 80, 81, 84, 85, 87, 89, 90, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110</p>
<p><b>Core Standard 4 <i>Federal Authority and Separation of Powers</i></b></p>		
<p>Compare and contrast characteristics of all branches of United States government as they appear in the Constitution of the United States, including authority; structures; and enumerated, implied, and denied powers. Describe how fiscal and monetary policies affect United States citizens.</p> <p><b>[Standards Indicators: USG.3.2, USG.3.3, USG.3.6, USG.3.7, USG.3.8]</b></p>	<p>20, 37, 56–57, 65–67, 68–75, 92, 93, 95–102, 103–105, 106–110, 118, 169–179, 328, 341, 567–568, 569–570, 668, 682, 685, 775–799</p>	<p>20, 37, 56, 57, 66, 67, 68, 69, 70, 71, 72, 74, 75, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110, 567, 568, 569, 570</p>
<p><b>Core Standard 5 <i>State and Local Authority and Separation of Powers</i></b></p>		
<p>Compare and contrast all branches of state government as they appear in the Constitution of Indiana, including authority; structures; and enumerated, implied, and denied powers.</p> <p><b>[Standards Indicators: USG.3.2, USG.3.3, USG.3.6, USG.3.7, USG.3.8]</b></p>	<p>20, 37, 56–57, 65–67, 68–75, 92, 93, 95–102, 103–105, 106–110, 118, 169–179, 328, 341, 567–568, 569–570, 668, 682, 685, 775–799</p>	<p>20, 37, 56, 57, 66, 67, 68, 69, 70, 71, 72, 74, 75, 95, 96, 98, 101, 102, 103, 104, 105, 106, 107, 109, 110, 567, 568, 569, 570</p>



# Focus on Indiana

Core Standards for United States Government	Student Edition Pages	Teacher Edition Pages
<b>Core Standard 6 <i>Federal Government and State Government Processes</i></b>		
<p>Analyze processes essential to the functioning of our federal and state governments (e.g., the process of how a bill becomes a law; how to amend the Constitution and why it is such a difficult task; how the departments and agencies of the executive branch form and implement policy; how the judicial branch utilizes concepts of judicial review and due process).</p> <p><b>[Standards Indicators: USG.3.9, USG.3.10, USG.3.11, USG.3.12, USG.3.18, USG.3.19]</b></p>	<p>64, 65, 66–67, 69, 70–71, 73, 76–81, 86, 89, 92, 102, 107, 126, 181–188, 191–192, 237, 276–279, 307–308, 336–337, 340, 341, 342, 356–357, 427–428, 621–625, 754–768, 787</p>	<p>66, 67, 69, 70, 76, 77, 78, 79, 80, 81, 86, 89, 102, 107, 126, 181, 182, 183, 184, 185, 186, 187, 188, 191, 192, 237, 267, 276, 277, 278, 279, 307, 308, 336, 337, 340, 341, 342, 356, 357, 427, 428, 621, 622, 623, 624, 625, 754–768</p>
<b>Core Standard 7 <i>Voting and Elections</i></b>		
<p>Explain the electoral process at the national, state, and local levels. Explain how citizens participate in elections. Explain various points of view associated with different political parties and contemporary public issues.</p> <p><b>[Standards Indicators: USG.3.13, USG.3.14, USG.3.15, USG.3.20, USG.5.7, USG.5.8, USG.5.12]</b></p>	<p>23, 36, 78, 108, 114, 140, 162, 196–197, 198, 220–226, 227, 229, 316–317, 325–326, 362, 396–397, 412–414, 415–416, 453, 454–455, 460–462, 465, 466–468, 477–479, 486–491, 493–494, 503–507, 508–513, 514–517, 519, 520, 527–534, 536–537, 538, 546–548, 587–589, 650–651, 711–712, 754–768, 774–799, 800–827, 828–835</p>	<p>23, 36, 78, 108, 114, 140, 163, 197, 198, 220, 221, 222, 223, 224, 225, 226, 227, 229, 236, 316, 317, 325, 362, 396, 397, 412, 413, 414, 415, 416, 453, 454, 455, 460, 461, 462, 493, 494, 465, 466, 467, 468, 477, 478, 479, 486, 487, 488, 489, 490, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 519, 520, 527, 528, 529, 530, 531, 532, 533, 534, 536, 537, 538, 546, 548, 587, 589, 650, 651, 711, 712, 754–768, 774–799, 800–827, 828–835</p>
<b>Core Standard 8 <i>Public Policy</i></b>		
<p>Discuss the influence of the media on public opinion and public policy. Analyze the relationship between special interest groups and national, state, and local governments and describe the effect this has on public policy.</p> <p><b>[Standards Indicators: USG.3.17, USG.3.20]</b></p>	<p>503–507, 508–513, 514–517, 520, 527–534, 536–537, 538, 583</p>	<p>503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 520, 527, 528, 529, 530, 531, 532, 533, 534, 536, 537, 538, 583</p>



Core Standards for United States Government	Student Edition Pages	Teacher Edition Pages
<b>Core Standard 9 Foreign Policy and Global Affairs</b>		
<p>Compare structure, organization, and policies of various forms of government with the government of the United States. Discuss the effects of trade, diplomacy, treaties, and military action on relationships among various nations. Explain the ways in which United States foreign policy is formulated, influenced, and used to address global challenges.</p> <p><b>[Standards Indicators: USG.4.1, USG.4.2, USG.4.3, USG.4.4, USG.4.5, USG.4.6, USG.4.7, USG.4.9]</b></p>	<p>18–24, 80, 162–163, 575–576, 607–613, 614–620, 621–625, 627–630, 689–694, 696–701, 702–706, 707–710, 734–736</p>	<p>18, 19, 20, 21, 23, 24, 80, 162, 575, 576, 607, 608, 609, 610, 611, 612, 613, 614, 615, 617, 618, 619, 620, 621, 622, 623, 624, 625, 627, 628, 629, 630, 689, 690, 691, 692, 693, 694, 696, 697, 698, 699, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 735, 736</p>
<b>Core Standard 10 Citizenship</b>		
<p>Define the legal meaning of, requirements for, responsibilities of, and benefits of citizenship in the United States.</p> <p><b>[Standards Indicators: USG.5.1, USG.5.2, USG.5.3, USG.5.4, USG.5.5, USG.5.7, USG.5.9]</b></p>	<p>23, 84–90, 108, 114, 198, 229, 315, 325–326, 391–397, 398–405, 406–410, 412–418, 423–428, 430–435, 437–443, 503–507, 508–513, 514–517, 519, 546–548, 656–658, 789–799</p>	<p>23, 84, 85, 86, 87, 88, 89, 90, 108, 114, 198, 229, 325, 236, 315, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 405, 406, 407, 408, 409, 410, 412, 413, 414, 415, 416, 417, 418, 423, 424, 425, 426, 428, 430, 431, 432, 433, 434, 435, 437, 438, 439, 440, 441, 442, 443, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 519, 546, 548, 656, 657, 754–768, 789, 799</p>



## Correlations: Academic Standards for Grade 12 English/Language Arts

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development</b>  <i>Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.</i></p>		
<p><b>Vocabulary and Concept Development</b></p>		
<p><b>12.1.1 Understand unfamiliar words that refer to characters or themes in literature or history.</b></p> <p><b>Example:</b> Understand the meaning of words like <i>Dickensian</i> (like characters and behaviors created by Charles Dickens), <i>quisling</i> (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or <i>Draconian</i> (like severe laws made by Athenian lawmaker Draco).</p>	<p>18, 455, 609, 610, 618, 621, 624, 696-701, 704, 714</p>	<p>21, 24, 457, 613, 624, 696, 697, 700, 701, 703, 714, 724</p>
<p><b>12.1.2 Apply knowledge of roots and word parts from Greek and Latin to draw inferences about the meaning of vocabulary in literature or other subject areas.</b></p>	<p>5, 19, 291, 321, 338, 393</p>	<p>2, 28, 345, 389, 432, 562, 649, 652</p>
<p><b>12.1.3 Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.</b></p> <p><b>Example:</b> Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: <i>a sea change</i> or <i>A rose by any other name would still smell as sweet</i>.</p>	<p>59</p>	<p>59</p>





Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text</b>  <i>Students read and understand grade-level-appropriate material. The selections in the <b>Indiana Reading List</b> (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, essays, speeches, magazines, newspapers, reference materials, technical documents, and online information.</i></p>		
<p><b>Structural Features of Informational and Technical Materials</b></p>		
<p><b>12.2.1 Analyze both the features and the rhetorical (persuasive) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.</b></p> <p><b>Example:</b> Evaluate a famous political speech, such as Abraham Lincoln’s “Gettysburg Address” or John F. Kennedy’s 1960 inaugural address, and describe the rhetorical devices used to capture the audience’s attention and convey a unified message.</p>	<p>33, 59, 61, 93, 117, 119, 155, 179, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 449, 473, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>	<p>2, 33, 59, 61, 66, 93, 117, 119, 155, 179, 184, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 473, 449, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>
<p><b>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</b></p>		
<p><b>12.2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.</b></p> <p><b>Example:</b> Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.</p>	<p>33, 59, 61, 93, 117, 119, 155, 179, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 449, 473, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>	<p>2, 33, 59, 61, 66, 93, 117, 119, 155, 179, 184, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 473, 449, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>
<p><b>12.2.3 Verify and clarify facts presented in several types of expository texts by using a variety of public or historical documents, such as government, consumer, or workplace documents, and others.</b></p> <p><b>Example:</b> Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.</p>	<p>33, 59, 61, 93, 117, 119, 155, 179, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 449, 473, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>	<p>2, 33, 59, 61, 66, 93, 117, 119, 155, 179, 184, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 473, 449, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715, 739</p>



# Focus on Indiana

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.2.4</b> Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.</p> <p><b>Example:</b> Read General Dwight Eisenhower's June 1944 "D-Day Pre-Invasion Address to the Soldiers" and evaluate the validity of his arguments for succeeding during the Normandy Invasion (World War II).</p>	605	183, 197, 202, 425, 737
<p><b>12.2.5</b> Analyze an author's implicit and explicit assumptions and beliefs about a subject.</p> <p><b>Example:</b> After reading excerpts from British physicist Stephen W. Hawking's <i>Black Holes and Baby Universes and Other Essays</i>, evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.</p>	118, 392, 605	118, 605
<b>Expository (Informational) Critique</b>		
<p><b>12.2.6</b> Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.</p> <p><b>Example:</b> Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as a citizen's right to privacy or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.</p>	33, 61, 93, 117, 119, 155, 179, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 449, 473, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715	33, 61, 93, 117, 119, 155, 179, 193, 209, 243, 273, 299, 301, 329, 351, 385, 421, 449, 473, 501, 525, 551, 571, 573, 605, 633, 661, 685, 715



Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 3 READING: Comprehension and Analysis of Literary Text</b>  <i>Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the <b>Indiana Reading List</b> (<a href="http://www.doe.state.in.us/standards/readinglist.html">www.doe.state.in.us/standards/readinglist.html</a>), which illustrate the quality and complexity of the materials to be read by students. At Grade 12, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, short stories, dramas, and other genres.</i></p>		
<p><b>Structural Features of Literature</b></p>		
<p><b>12.3.1 Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.</b></p> <ul style="list-style-type: none"> <li>• <b>Satire:</b> using humor to point out weaknesses of people and society</li> <li>• <b>Parody:</b> using humor to imitate or mock a person or situation</li> <li>• <b>Allegory:</b> using symbolic figures and actions to express general truths about human experiences</li> <li>• <b>Pastoral:</b> showing life in the country in an idealistic—and not necessarily realistic—way</li> </ul> <p><b>Example:</b> Read and evaluate the allegorical aspects of the novel <i>Animal Farm</i> by George Orwell.</p>	<p>117, 299, 571</p>	<p>117, 299, 571</p>
<p><b>Analysis of Grade-Level-Appropriate Literary Text</b></p>		
<p><b>12.3.2 Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</b></p> <p><b>Example:</b> Evaluate the theme of a work, such as <i>The Return of the Native</i> by Thomas Hardy. Locate the words or passages that support this understanding.</p>	<p>31, 36</p>	<p>31, 36, 152, 318</p>



# Focus on Indiana

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.3.5 Analyze and evaluate works of literary or cultural significance in American, English, or world history that:</b></p> <ul style="list-style-type: none"> <li>• reflect a variety of genres in the major periods in literature.</li> <li>• were written by important authors in each historical period.</li> <li>• reveal contrasts in major themes, styles, and trends in these historical periods.</li> <li>• reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.</li> </ul> <p><b>Example:</b> Read and evaluate works from different periods of British literature, such as <i>Beowulf</i> (Anglo-Saxon), <i>The Prologue: The Canterbury Tales</i> by Geoffrey Chaucer (Medieval), Shakespeare's <i>Sonnets</i> (Renaissance), <i>Paradise Lost</i> by John Milton (Seventeenth Century), <i>A Journal of the Plague Year</i> by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), <i>Frankenstein</i> by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and <i>Across the Bridge</i> by Graham Greene (Twentieth Century).</p>	<p>9, 27, 29, 30, 37, 223, 570</p>	<p>8, 29, 30, 37, 99, 256, 302, 316, 395, 466, 578, 586, 645</p>
<p><b>12.3.7 Analyze recognized works of world literature from a variety of authors that:</b></p> <ul style="list-style-type: none"> <li>• contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.</li> <li>• relate literary works and authors to the major themes and issues of their literary period.</li> <li>• evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.</li> </ul> <p><b>Example:</b> Read and evaluate works of world literature, such as <i>The Inferno of Dante</i> by Dante Alighieri (translated by Robert Pinsky), <i>Candide</i> by Voltaire, <i>I Have Visited Again</i> by Alexander Pushkin, <i>Question and Answer Among the Mountains</i> by Li Po, <i>Anna Karenina</i> or <i>War and Peace</i> by Leo Tolstoy, <i>Night</i> by Elie Wiesel, and <i>The Ring</i> by Isak Dinesen.</p>	<p>9, 27, 29, 30, 37</p>	<p>29, 30, 37, 99, 256, 395, 578, 586</p>



Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.3.10</b> Demonstrate knowledge of important writers (American, English, world) of the eighteenth and nineteenth centuries, such as Jane Austen, Emily Bronte, Albert Camus, Miguel Cervantes, James Fenimore Cooper, Joseph Conrad, Stephen Crane, Charles Dickens, Fyodor Dostoyevsky, George Eliot, Thomas Hardy, Nathaniel Hawthorne, Victor Hugo, Herman Melville, Edgar Allan Poe, Mary Shelley, Mark Twain, Leo Tolstoy, and others.</p>	9, 27, 29, 30, 37	29, 30, 37, 99, 256, 395, 578, 586
<b>Literary Criticism</b>		
<p><b>12.3.8</b> Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.</p> <p><b>Example:</b> Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.</p>	9, 27, 29, 30, 37	29, 30, 37, 99
<p><b>12.3.9</b> Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.</p> <p><b>Example:</b> Read Samuel Becket's <i>Waiting for Godot</i> or Shakespeare's <i>Hamlet</i> and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.</p>	9, 27, 29, 30, 37	29, 30, 37, 99
<p><b>Standard 4 WRITING: Processes and Features</b>  <i>Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).</i></p>		
<b>Organization and Focus</b>		
<p><b>12.4.4</b> Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.</p>	659	82, 659, 698



# Focus on Indiana

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<b>Research Process and Technology</b>		
<b>12.4.7</b> Develop presentations using clear research questions and creative and critical research strategies, such as conducting field studies, interviews, and experiments; researching oral histories; and using Internet sources.	117, 383, 419, 542, 659, 713	117, 383, 419, 542, 659, 713
<b>12.4.8</b> Use systematic strategies to organize and record information, such as anecdotal scripting or creating annotated bibliographies.	383, 419, 542, 659, 713	383, 419, 542, 659, 713
<b>12.4.9</b> Use technology for all aspects of creating, revising, editing, and publishing.	117, 61, 119, 179, 243, 351, 385, 449, 473, 501, 525, 551	117, 61, 119, 179, 243, 351, 385, 449, 473, 501, 525, 551
<b>12.4.13</b> Integrate quotations and citations into a written text while maintaining the flow of ideas.	659, 713	659, 713
<p><b>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics)</b></p> <p><i>At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.</i></p> <p><i>In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4—Writing Processes and Features to:</i></p>		
<p><b>12.5.1</b> Write fictional, autobiographical, or biographical narratives that:</p> <ul style="list-style-type: none"> <li>• narrate a sequence of events and communicate their significance to the audience.</li> <li>• locate scenes and incidents in specific places.</li> <li>• describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of autobiography or fiction, use interior monologue (what the character says silently to self) to show the character’s feelings.</li> <li>• pace the presentation of actions to accommodate changes in time and mood.</li> </ul> <p><b>Example:</b> After reading from Geoffrey Chaucer’s <i>The Canterbury Tales</i>, write your own version of a traveler’s tale.</p>	153	153, 296, 699



Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.5.2</b> Write responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive understanding of the significant ideas in works or passages.</li> <li>• analyze the use of imagery, language, universal themes, and unique aspects of the text.</li> <li>• support statements with evidence from the text.</li> <li>• demonstrate an understanding of the author’s style and an appreciation of the effects created.</li> <li>• identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ul> <p><b>Example:</b> Analyze the events, point of view, and characterization in Virginia Woolf’s novel <i>Mrs. Dalloway</i>. Write an essay arguing whether or not criticism of her work is valid.</p>	40, 410	4, 7, 8, 40, 240, 410
<p><b>12.5.9</b> Write academic essays, such as an analytical essay, a persuasive essay, a research report, a summary, an explanation, a description, or a literary analysis that:</p> <ul style="list-style-type: none"> <li>• develops a thesis.</li> <li>• creates an organizing structure appropriate to purpose, audience, and context.</li> <li>• includes accurate information from primary and secondary sources and excludes extraneous information.</li> <li>• makes valid inferences.</li> <li>• supports judgments with relevant and substantial evidence and well-chosen details.</li> <li>• uses technical terms and notations correctly.</li> <li>• provides a coherent conclusion.</li> </ul>	40, 82, 155	40, 82, 155, 240, 298, 319, 456, 498, 539, 552, 623, 694



# Focus on Indiana

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.5.3 Write reflective compositions that:</b></p> <ul style="list-style-type: none"><li>• explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.</li><li>• draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life.</li><li>• maintain a balance in describing individual events and relating those incidents to more general and abstract ideas.</li></ul> <p><b>Example:</b> Write a reflective essay for fellow students on the significance of family in one’s life or on growing up at the turn of the twenty-first century. Make personal observations, but connect them to a larger theme of interest to your audience.</p>	40, 82, 372, 721	8, 40, 82, 240, 298, 319, 372, 498, 499, 539, 552, 623, 721
<p><b>12.5.4 Write historical investigation reports that:</b></p> <ul style="list-style-type: none"><li>• use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.</li><li>• analyze several historical records of a single event, examining critical relationships between elements of the topic.</li><li>• explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</li><li>• include information from all relevant perspectives and take into consideration the validity and reliability of sources.</li><li>• include a formal bibliography.</li></ul> <p><b>Example:</b> Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.</p>	153	133, 155, 319, 610, 711





Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.5.8</b> Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.</li> <li>• select an appropriate medium for each element of the presentation.</li> <li>• use the selected media skillfully, editing appropriately and monitoring for quality.</li> <li>• test the audience’s response and revise the presentation accordingly.</li> </ul> <p><b>Example:</b> Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.</p>	<p>177, 61, 119, 179, 243, 351, 385, 449, 473, 501, 525, 551</p>	<p>177, 61, 119, 179, 243, 351, 385, 449, 473, 501, 525, 551</p>
<b>Research Application</b>		
<p><b>12.5.10</b> Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that:</p> <ul style="list-style-type: none"> <li>• uses information from a variety of sources (books, technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations.</li> <li>• synthesizes information gathered from a variety of sources, including technology and one’s own research, and evaluates information for its relevance to the research questions.</li> <li>• demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information.</li> <li>• demonstrates that sources have been evaluated for accuracy, bias, and credibility.</li> <li>• incorporates numeric data, charts, tables, and graphs.</li> <li>• organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one’s own ideas from the ideas of others, and includes a bibliography (Works Cited).</li> </ul>	<p>153, 410</p>	<p>133, 155, 410, 498, 499, 610</p>



# Focus on Indiana

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications</b>  <i>Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.</i></p>		
<p><b>Analysis and Evaluation of Oral and Media Communications</b></p>		
<p><b>12.7.9</b> Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertising; perpetuating stereotypes; and using visual representations, special effects, and language).</p>	<p>248, 510, 515, 517, 520, 522, 524, 531, 535, 550</p>	<p>268, 450, 515, 517, 520, 522, 524, 531, 533, 535, 545, 550</p>
<p><b>12.7.10</b> Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.</p>	<p>248, 477, 526, 527, 528, 529, 530, 531, 532, 533, 534, 546, 550</p>	<p>268, 450, 476, 526, 527, 528, 529, 530, 531, 532, 533, 534, 548, 550</p>
<p><b>Speaking Applications</b></p>		
<p><b>12.7.17</b> Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> <li>• use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).</li> <li>• analyze several historical records of a single event, examining each perspective on the event.</li> <li>• describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.</li> <li>• include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.</li> </ul>	<p>140, 177, 179, 383, 421</p>	<p>22, 97, 140, 177, 179, 254, 344, 347, 383, 388, 421, 444, 649, 664</p>



Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p><b>12.7.18</b> Deliver oral responses to literature that:</p> <ul style="list-style-type: none"> <li>• demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.</li> <li>• present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.</li> <li>• support important ideas and viewpoints through specific references to the text and to other works.</li> <li>• demonstrate an awareness of the author’s style and an appreciation of the effects created.</li> <li>• identify and assess the impact of ambiguities, nuances, and complexities within the text.</li> </ul>	<p>31, 140, 199, 283, 365, 463, 565, 589</p>	<p>31, 82, 140, 199, 254, 283, 313, 365, 368, 431, 463, 565, 576, 589, 642</p>
<p><b>12.7.19</b> Deliver multimedia presentations that:</p> <ul style="list-style-type: none"> <li>• combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.</li> <li>• select an appropriate medium for each element of the presentation.</li> <li>• use the selected media skillfully, editing appropriately, and monitoring for quality.</li> <li>• test the audience’s response and revise the presentation accordingly.</li> </ul>	<p>177, 179</p>	<p>177, 179, 388, 649</p>