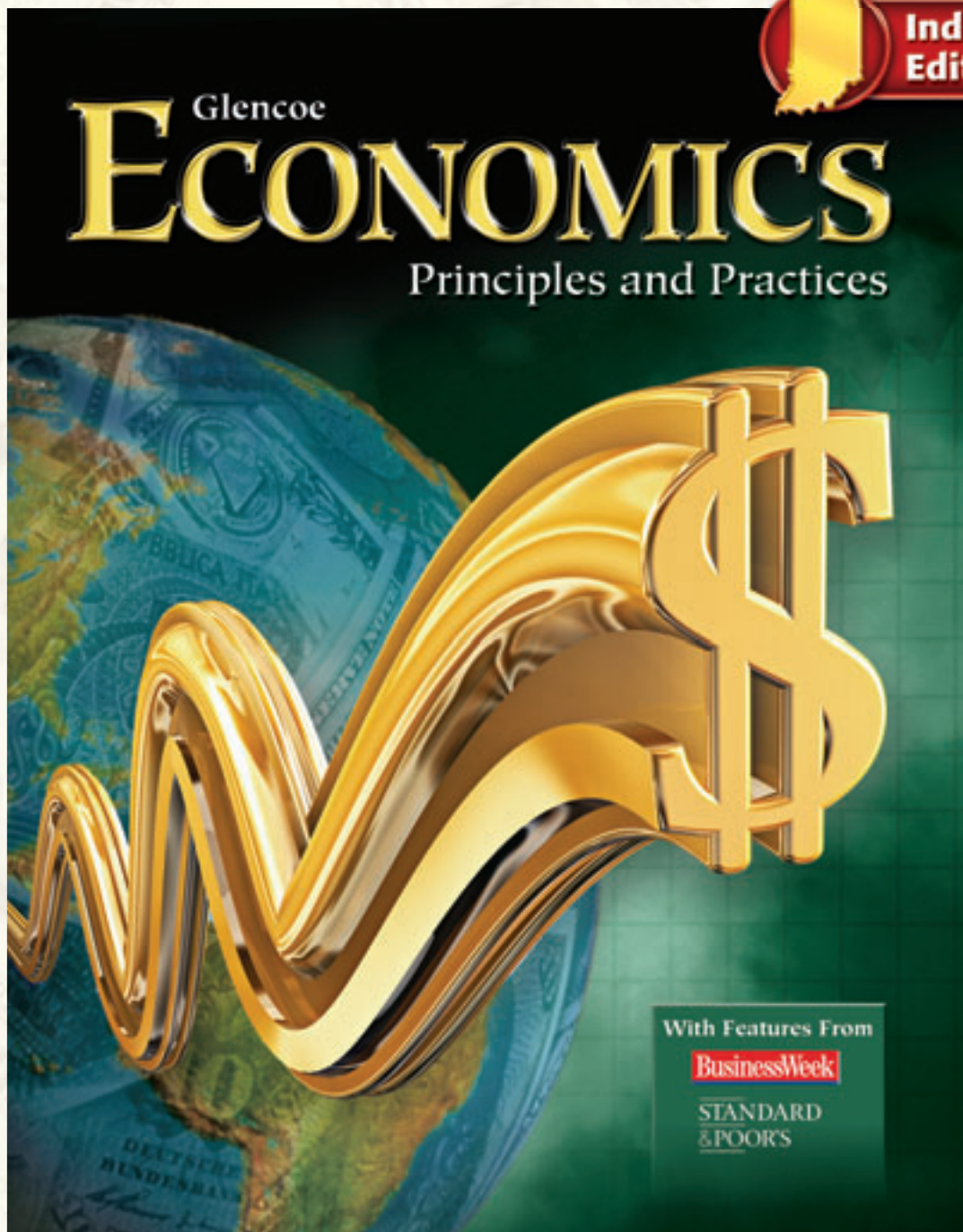


Teacher Wraparound Edition



Indiana
Edition



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Glencoe



Correlations: Academic Standards for Economics

Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
Standard 1 Scarcity and Economic Reasoning <i>Students will understand that productive resources are limited; therefore, people, institutions, and governments cannot have all the goods and services they want. As a result, people, institutions, and governments must choose some things and give up others.</i>		
E.1.1 Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. (Geography)	8, 16–17	8, 16
E.1.2 Explain how consumers and producers confront the condition of scarcity by making choices which involve opportunity costs and tradeoffs.	4, 6, 18, 20, 509	4, 6, 7, 10, 14, 18, 20
E.1.3 Explain the important role of the entrepreneur in taking the risk to combine productive resources to produce goods and services.	9, 11, 50–51	9, 51
E.1.4 Describe how people respond predictably to positive and negative incentives. (Psychology)	10, 50, 489, 515	50, 515
E.1.5 Explain that voluntary exchange occurs when all participating parties expect to gain.	49–50, 149	49, 50, 149
E.1.6 Compare and contrast how the various economic systems (traditional, market, command, mixed) answer the questions: What to produce? How to produce it? For whom to produce?	7, 34–41, 144, 149, 429, 522	7, 34, 35, 36, 37, 38, 39, 40, 41, 144, 149
E.1.7 Describe how clearly defined and enforced property rights are essential to a market economy. (Government)	35, 50, 58–59	50, 58, 59
E.1.8 Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth.	21–22, 23, 444	21, 22, 23, 444
E.1.9 Diagram and explain a Circular Flow Model of a market economy, showing households and businesses as decision makers, resource and money flows, and the three basic markets — product, productive resources, and financial markets.	15, 290, 325	15, 325
Standard 2 Supply and Demand <i>Students will understand the role that supply and demand, prices, and profits play in determining production and distribution in a market economy.</i>		
E.2.1 Define supply and demand.	93–94, 95, 97–101, 104–105, 107–109, 116, 117, 118, 119, 120–123, 124–125, 127–130, 231	93, 94, 97, 98, 99, 100, 101, 104, 105, 106, 107, 108, 109, 110, 111, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130
E.2.2 Identify factors that cause changes in market supply and demand.	94, 119, 153	94, 119



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Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
E.2.3 Describe the role of buyers and sellers in determining the equilibrium price.	149, 151, 414	149
E.2.4 Describe how prices send signals to buyers and sellers.	152–154	152, 154
E.2.5 Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty).	51	51
E.2.6 Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets.	149–151, 416–417	149, 150, 151, 416, 417
E.2.7 Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets.	149, 151, 416–417	149, 150, 151, 416, 417
E.2.8 Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity.	208–210	208, 209, 210
E.2.9 Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. (Government)	30–31, 156–161, 219–221, 427	30, 31, 157, 158, 159, 160, 161
E.2.10 Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes.	103–109, 124–125, 153	103, 104, 105, 106, 107, 108, 109, 110, 111, 124, 125, 153, 154
E.2.11 Illustrate how investment in factories, machinery, new technology, and the health, education, and training of people increases productivity and raises future standards of living. (Sociology)	16–17, 24–25	16, 17, 24
Standard 3 Market Structures <i>Students will understand the organization and role of business firms and analyze the various types of market structures in the United States economy.</i>		
E.3.1 Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation.	62–64, 64–66, 67–71	62, 63, 64, 65, 66, 67, 68, 70, 83
E.3.2 Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing) and explain the advantages and disadvantages of each.	67–71	67
E.3.3 Recognize that economic institutions, such as labor unions, nonprofit organizations, and cooperatives, evolve in market economies to help members and clients accomplish their goals. (Government)	79–83, 80–81, 197–205	79, 80, 81, 198, 199, 200, 201, 202, 203, 204



Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
E.3.4 Identify the basic characteristics of the four market structures: monopoly, oligopoly, monopolistic competition, and pure competition.	170–172, 173, 174–175, 175–177	170, 171, 172, 174, 175, 176, 177
E.3.5 Explain how competition among many sellers lowers costs and prices.	50, 144, 170, 173	50, 144, 172, 176
E.3.6 Demonstrate how firms determine price and output through marginal analysis.	132–137	133, 134, 135, 136, 137
E.3.7 Explain ways that firms engage in price and nonprice competition.	173	173
E.3.8 Identify laws and regulations adopted in the United States to promote competition among firms. (Government)	186–187	186, 187
E.3.9 Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure.	50, 293–294, 515	51, 294
E.3.10 Describe the benefits of natural monopolies (economies of scale) and the purposes of government regulation of these monopolies, such as utilities. (Government)	176, 244	176
E.3.11 Explain how cartels affect product price and output.	484	484
Standard 4 The Role of Government <i>Students will understand that typical microeconomic roles of government in a market or mixed economy are the provision of public goods and services, redistribution of income, and definition and protection of property rights, and resolution of market failures.</i>		
E.4.1 Explain the basic functions of government in a market economy. (Government)	18, 52–53, 83, 123, 186–187, 188–189, 420–422	52, 53, 82, 83, 186, 187, 188, 189, 420, 421, 422
E.4.2 Explain how markets produce too few public goods and how the government determines the amount to produce through looking at benefits and costs.	24, 522	24, 522
E.4.3 Describe how the government taxing harmful spillovers and subsidizing helpful spillovers helps to resolve the inefficiency they cause.	181–183	181, 182, 183
E.4.4 Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. (Government)	238–245, 261–265, 267–275	238, 239, 240, 261, 262, 263, 264, 269, 270, 271, 272, 273, 274, 275
E.4.5 Explore the ways that tax revenue is used in the community. (Government)	229–236, 240	233, 234, 235, 236
E.4.6 Identify taxes paid by students. (Government)	248, R24–R27	248, R24, R25, R26, R27
E.4.7 Define progressive, proportional, and regressive taxation. (Government)	235, 235–236, 236	235, 236
E.4.8 Determine whether different types of taxes (including income, sales, and social security) are progressive, proportional, or regressive. (Government)	230, 232, 233, 235, 236, 239, 239–240, 240, 241, 242, 243, 244, 246, 248, 252, 252–253, 254, 258–259, R24, R25–R27	230, 232, 233, 235, 236, 239, 241, 242, 243, 244, 246, 248, 250, 251, 252, 254, 255



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Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
E.4.9 Describe how costs of government policies may exceed benefits, because social or political goals other than economic efficiency are being pursued. (Government)	160	157
E.4.10 Use an economic decision-making model to analyze a public policy issue. (Government)	23, 149	23
Standard 5 National Economic Performance <i>Students will understand the means by which economic performance is measured.</i>		
E.5.1 Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation.	9–10, 16, 22, 45, 201, 319, 320–323, 353, 361, 369–375, 408, 414–415, 429	201, 320, 321, 322, 323, 325, 326, 327, 364, 365, 366, 367, 371, 372, 373, 414
E.5.2 Explain how GDP, economic growth, unemployment, and inflation are measured.	16, 22, 45, 320–321, 353, 363–364, 370–371	320, 321, 322, 323, 324, 363, 364, 365, 366, 371
E.5.3 Explain the limitations of using GDP to measure economic welfare.	322–323	322, 323
E.5.4 Explain the four phases of the business cycle (contraction, trough, expansion, peak).	354	354, 355
E.5.5 Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. (History)	356–358	356, 357, 358
E.5.6 Identify the different causes of inflation and explain who gains and loses because of inflation.	221, 365–367	364, 365, 366, 367
E.5.7 Analyze the impact of inflation on students' economic decisions.	221, 366–367	366
E.5.8 Illustrate and explain cost-push and demand-pull inflation.	365	365
E.5.9 Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. (Government, Psychology, Sociology)	45, 324, 325, 355	324, 325, 355
E.5.10 Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy.	414–415, 416	414, 415, 416
E.5.11 Compare and contrast solutions for reducing unemployment. (Government)	201, 372–373	372, 373
Standard 6 Money and the Role of Financial Institutions <i>Students will understand the role of money and financial institutions in a market economy.</i>		
E.6.1 Explain the basic functions of money.	387	386, 387
E.6.2 Identify the composition of the money supply of the United States.	368, 396–397	368, 396, 397
E.6.3 Explain the role of banks and other financial institutions in the economy of the United States.	391–397	392, 396
E.6.4 Explain how interest rates act as an incentive for savers and borrowers.	402, 426–427	402, 426



Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
E.6.5 Describe the organization and functions of the Federal Reserve System. (Government)	383, 390, 394, 399–407	388, 397, 398, 400, 401, 402, 403, 404, 405, 406, 407, 409
E.6.6 Compare and contrast credit, savings, and investment services available to the consumer from financial institutions.	292, R6–R9, R10–R15	292, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15
E.6.7 Demonstrate how banks create money through the principle of fractional reserve banking.	396	396
E.6.8 Research and monitor financial investments, such as stocks, bonds, and mutual funds.	67, 68, 69, 297–298, 299–300, 301, 307, 308, R7, R8	67, 69, 297, 298, 299, 300, 301, 307, 308, R7, R8
E.6.9 Analyze the difference in borrowing costs using various rates of interest when purchasing a major item, such as a car or house.	355, 402, 426–427	
E.6.10 Formulate a savings or financial investment plan for a future goal.	R6–R9	R6, R7, R8, R9
Standard 7 Economic Stabilization <i>Students will understand the macroeconomic role of the government in developing and implementing economic stabilization policies and how these policies impact the economy.</i>		
E.7.1 Define and explain fiscal and monetary policy. (Government)	355, 402–405, 420–422, 426–427, 430, 431, 432	355, 402, 403, 404, 405, 421, 422, 423, 426, 427, 430, 432
E.7.2 Define the tools of fiscal and monetary policy. (Government)	403–404, 430	403, 404, 430
E.7.3 Describe the negative impacts of unemployment and unexpected inflation on an economy and how individuals and organizations try to protect themselves. (Sociology, Psychology)	45, 366–367, 369–375	366, 367, 370, 371, 372, 373, 374, 375
E.7.4 Explain how monetary policy affects the level of inflation in the economy.	402, 426–427	402, 426, 427
E.7.5 Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. (Government)	420–422, 430, 432	420, 421, 422, 430, 431, 432
E.7.6 Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. (Government)	45, 402–405	402, 403, 404, 405
E.7.7 Predict possible future effects of the national debt on the individual and the economy. (Government)	278, 280	279, 280
E.7.8 Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt. (Government)	283, 419	283
E.7.9 Explain how a change in monetary or fiscal policy can impact a student's purchasing decision.	402, 420–422	402



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Economics Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 8 Trade <i>Students will understand why individuals, businesses, and governments trade goods and services and how trade affects the economies of the world.</i></p>		
<p>E.8.1 Explain the benefits of trade among individuals, regions, and countries. (Geography, Sociology)</p>	442–445, 466	442, 443, 444, 445
<p>E.8.2 Define and distinguish between absolute and comparative advantage.</p>	443–445, 504	443, 444, 445
<p>E.8.3 Define trade barriers, such as quotas and tariffs. (Government)</p>	447–454, 466	448, 449, 450, 451, 452, 453, 454, 466
<p>E.8.4 Explain why countries erect barriers to trade. (Government)</p>	447–454	448, 449, 450, 451, 453, 454
<p>E.8.5 Explain the difference between balance of trade and balance of payments.</p>	452	
<p>E.8.6 Compare and contrast labor productivity trends in the United States and other developed countries.</p>	503	503
<p>E.8.7 Explain how most trade occurs because of a comparative advantage in the production of a particular good or service.</p>	443, 444–445	443, 444, 445
<p>E.8.8 Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.</p>	457–459	457, 458
<p>E.8.9 Evaluate the arguments for and against free trade.</p>	453–454, 466–467, 506	450, 453, 454, 466, 467, 506
<p>E.8.10 Identify skills individuals need to be successful in the global economy.</p>	R35–R48	R35–R48



Correlations: Core Standards for Economics

Core Standards for Economics	Student Edition Pages	Teacher Edition Pages
Core Standard 1 Scarcity and Economic Reasoning		
Use models (e.g., production possibilities curve, decision-making grid) to illustrate the concepts of choice and opportunity costs/tradeoffs, as well as scarcity and its relationship to consumers' and producers' choices. Identify and define each of the productive resources and explain the impact of limited resources. [Standard Indicators: E.1.1, E.1.2, E.1.3, E.1.8]	4, 6, 8, 9, 11, 16–17, 18, 20, 21–22, 23, 50–51, 444, 509	4, 6, 7, 8, 9, 10, 14, 16, 18, 20, 21, 22, 23, 51, 444
Core Standard 2 Incentives and Economic Activity		
Give examples of ways in which people respond predictably to positive and negative incentives. Utilize a circular flow model to illustrate that voluntary exchange occurs when all participating parties expect to gain. [Standard Indicators: E.1.4, E.1.5, E.1.9, E.2.5, E.3.3]	10, 15, 49–50, 50, 51, 79–83, 80–81, 149, 197–205, 290, 325, 489, 515	15, 49, 50, 51, 79, 80, 81, 149, 198, 199, 200, 201, 202, 203, 204, 325, 515
Core Standard 3 Economic Systems		
Compare and contrast fundamental characteristics of different types of economies, including how each type of system answers the questions: <i>What to produce? How to produce?</i> and <i>For whom to produce?</i> [Standard Indicators: E.1.6, E.1.7]	7, 34–41, 50, 58–59, 144, 149, 429, 522	7, 34, 35, 36, 37, 38, 39, 40, 41, 50, 58, 59, 144, 149
Core Standard 4 Supply and Demand		
Explain how supply, demand, price, and profits determine production and distribution in a market economy, including the concepts of equilibrium price and elasticity. Describe factors that affect supply and demand (e.g., income level; prices of substitutes; input costs; government regulations, wage and price controls). [Standard Indicators: E.2.1, E.2.2, E.2.3, E.2.4, E.2.6, E.2.7, E.2.8, E.2.9, E.2.10, E.2.11]	16–17, 24–25, 30–31, 93–94, 95, 97–101, 103–109, 116, 117, 118, 119, 120–123, 124–125, 127–130, 149, 151, 152–154, 156–161, 208–210, 219–221, 231, 414, 416–417, 427	16, 17, 24, 30, 31, 93, 94, 97, 98, 99, 100, 101, 103, 104, 105, 106, 107, 108, 109, 110, 111, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 128, 129, 130, 149, 150, 151, 152, 153, 154, 157, 158, 159, 160, 161, 208, 209, 210, 416, 417
Core Standard 5 Competition		
Compare and contrast types of business organizations (i.e., sole proprietorship, partnership, and corporation). Use marginal analysis to determine how firms arrive at production, price, and cost decisions. Compare and contrast the market structures (e.g., monopoly, oligopoly, monopolistic competition, pure price competition). Describe how the government regulates and protects competition. [Standard Indicators: E.1.1, E.3.4, E.3.5, E.3.6, E.3.7, E.3.8, E.3.9 E.3.10]	8, 16–17, 50, 132–137, 144, 170–172, 173, 174–175, 175–177, 186–187, 244, 293–294, 515	8, 16, 50, 51, 133, 134, 135, 136, 137, 144, 170, 171, 172, 174, 175, 176, 177, 186, 187, 294



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Core Standards for Economics	Student Edition Pages	Teacher Edition Pages
Core Standard 6 <i>Functions of Government in the Economy</i>		
<p>Explain the basic functions of government in a market economy and describe how government responds to market failures by providing public goods and services. Describe how costs of government policies may exceed benefits when economic efficiency is not a primary goal of policymakers.</p> <p>[Standard Indicators: E.3.8, E.4.1, E.4.2, E.4.3, E.4.9]</p>	<p>18, 24, 52–53, 83, 123, 181–183, 186–187, 188–189, 420–422, 522</p>	<p>24, 52, 53, 82, 83, 181, 182, 183, 186, 187, 188, 189, 420, 421, 422, 522</p>
Core Standard 7 <i>Government Income and Expenditures</i>		
<p>Illustrate progressive, proportional, and regressive taxation by analyzing specific types of taxes (e.g., federal income, sales, FICA) and connecting them to major expenditure categories for all levels of government. Predict how future changes in government spending and taxation could affect individuals and the economy at large.</p> <p>[Standard Indicators: E.4.4, E.4.5, E.4.6, E.4.7, E.4.8, E.4.9]</p>	<p>229–236, 238–245, 248, 261–265, 267–275, R24–R27</p>	<p>233, 234, 235, 236, 238, 239, 240, 248, 261, 262, 263, 264, 269, 270, 271, 272, 273, 274, 275, R24, R25, R26, R27</p>
Core Standard 8 <i>Measuring Economic Performance</i>		
<p>Explain how Gross Domestic Product, unemployment, and inflation are calculated and discuss their limitations as indicators. Describe causes of increasing inflation and/or unemployment and how they are influenced by aggregate supply and aggregate demand. Describe outcomes of inflation for people, businesses, and institutions.</p> <p>[Standard Indicators: E.5.1, E.5.2, E.5.3, E.5.4, E.5.6, E.5.7, E.5.8, E.5.9, E.5.10, E.5.11, E.7.3, E.7.4]</p>	<p>9–10, 16, 22, 45, 201, 221, 319, 320–323, 324, 325, 353, 354, 355, 361, 363–364, 365–367, 369–375, 402, 408, 414–415, 416, 426–427, 429</p>	<p>201, 320, 321, 322, 323, 324, 325, 326, 327, 354, 355, 363, 364, 365, 366, 367, 370, 371, 372, 373, 374, 375, 402, 414, 415, 416, 426, 427</p>
Core Standard 9 <i>Money and Financial Institutions</i>		
<p>Explain the basic functions and characteristics of money. Explain the role of banks and other financial institutions (including the Federal Reserve) in the economy and explain how banks create money through fractional reserve banking.</p> <p>[Standard Indicators: E.6.1, E.6.2, E.6.3, E.6.4, .6.5, E.6.6, E.6.7]</p>	<p>292, 368, 383, 387, 390, 391–397, 399–407, 426–427, R6–R9, R10–R15</p>	<p>292, 368, 386, 387, 388, 392, 396, 397, 398, 400, 401, 402, 403, 404, 405, 406, 407, 409, 426, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15</p>
Core Standard 10 <i>Stabilization Policies</i>		
<p>Compare and contrast monetary and fiscal policies of the United States government, including how each affects purchasing decisions of producers and consumers. Discuss how these policies can be used to address inflation and unemployment.</p> <p>[Standard Indicators: E.7.1, E.7.2, E.7.4, E.7.5, E.7.6, E.7.7, E.7.8]</p>	<p>45, 278, 280, 283, 355, 402–405, 419, 420–422, 426–427, 430, 431, 432</p>	<p>279, 280, 283, 355, 402, 403, 404, 405, 421, 422, 423, 426, 427, 430, 432</p>
Core Standard 11 <i>International Trade and Investment</i>		
<p>Evaluate the arguments for and against free trade, fair trade, and protectionism. Discuss how and why countries sometimes erect barriers to trade. Describe the incentives for American and foreign individuals, companies, and governments to invest in other countries, including the influence of comparative advantage and exchange rates.</p> <p>[Standard Indicators: E.8.1, E.8.2, E.8.3, E.8.4, E.8.5, E.8.6, E.8.7, E.8.8, E.8.9]</p>	<p>442–445, 447–454, 457–459, 466–467, 504, 506</p>	<p>442, 443, 444, 445, 448, 449, 450, 451, 452, 453, 454, 457, 458, 466, 467, 506</p>



Correlations: Academic Standards for Grade 12 English/Language Arts

Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development <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>Vocabulary and Concept Development</p>		
<p>12.1.1 Understand unfamiliar words that refer to characters or themes in literature or history. Example: 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>	284, 420–421, 428, 496	421, 422, 425, 428, 496
<p>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.</p>	387	174
<p>Standard 2 READING: Comprehension and Analysis of Nonfiction and Informational Text <i>Students read and understand grade-level-appropriate material. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) 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>Analysis of Grade-Level-Appropriate Nonfiction and Informational Text</p>		
<p>12.2.5 Analyze an author’s implicit and explicit assumptions and beliefs about a subject. Example: 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>	346	36, 178



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Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>Standard 4 WRITING: Processes and Features <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>		
<p>Research Process and Technology</p>		
<p>12.4.7 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.</p>	<p>349</p>	<p>18, 34, 45, 49, 67, 76, 94, 111, 115, 124, 126, 155, 180, 182, 201, 210, 235, 250, 255, 266, 298, 377, 389, 438, 483, 525, 529</p>
<p>12.4.9 Use technology for all aspects of creating, revising, editing, and publishing.</p>	<p>349</p>	<p>59, 115, 266, 282, 284, 483, 500C</p>
<p>Standard 5 WRITING: Applications (Different Types of Writing and Their Characteristics) <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> <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>12.5.3 Write reflective compositions that:</p> <ul style="list-style-type: none"> • explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion. • draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. • maintain a balance in describing individual events and relating those incidents to more general and abstract ideas. <p>Example: 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>	<p>95</p>	<p>55, 285</p>



Grade 12 English/Language Arts Academic Standards	Student Edition Pages	Teacher Edition Pages
<p>12.5.4 Write historical investigation reports that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument. • analyze several historical records of a single event, examining critical relationships between elements of the topic. • 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. • include information from all relevant perspectives and take into consideration the validity and reliability of sources. • include a formal bibliography. <p>Example: 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>	499	52, 67, 189, 252, 356
<p>Standard 7 LISTENING AND SPEAKING: Skills, Strategies, and Applications <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>Analysis and Evaluation of Oral and Media Communications</p>		
<p>12.7.9 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>	100, 173, 188	2B, 53, 75, 100, 173, 182
<p>Speaking Applications</p>		
<p>12.7.17 Deliver oral reports on historical investigations that:</p> <ul style="list-style-type: none"> • use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic). • analyze several historical records of a single event, examining each perspective on the event. • describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation. • include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources. 	87	76, 150, 174, 284, 360, R22, R33