



Correlation to the  
**Common Core State  
Standards, Literacy in  
History/Social Studies,  
Grades 11-12**

**United States Government:  
Principles in Practice**

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CORE**



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correlated to

**Common Core Standards for Reading and Writing (June 2010), Grades  
11-12**

<b>Standards</b>	<b>Page References</b>
<b>Reading Standards for Literacy in History/Social Studies Grades 11-12</b>	
<b>Key Ideas and Details</b>	
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Identifying Cause and Effect, H3, 50, 106, 200; Sequence, 60; Taking Notes (examples), 32, 57, 78, 84, 103, 169, 196, 220, 254, 296, 334; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333

Standards		Page References
<b>Craft and Structure</b>		
4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	Key Terms, 96, 122, 192, 248, 280; Section Assessment: Reviewing Ideas and Terms, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265; Chapter Assessment: Review Key Terms, 28, 64, 92, 118, 158, 188, 216
5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
6.	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question, or solve a problem.	Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Graphs (examples), 149, 208, 227, 251, 345, 538, R11, R15; Maps (examples), 35, 301, 365, 428, 544; Time Lines (examples), 104, 210, 520; Charts (examples), 63, 114, 146, 221, 252, 310, 328, 444, 530; Skills Handbook, H2–H17
8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other sources of information.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
<b>Range of Reading and Level of Text Complexity</b>		
10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.	Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547

Standards		Page References
<b>Writing Standards for Literacy in History/Social Studies, Grades 11-12</b>		
<b>Text Types and Purposes</b>		
1.	Write arguments focused on <i>discipline-specific</i> content.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
3. (See note; not applicable as a separate requirement) <b>Note:</b> Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	Using Electronic Media, H13; Creating a Multimedia Presentation, H15; WebQuest, 359, 361, 369, 371, 385, 421, 445, 457, 465, 493, 502, 514, 533, 539; Interactive Feature, 15, 38, 72, 104, 124, 176, 193, 222, 262, 282, 328, 336, 378, 417, 480, 494, 519

Standards		Page References
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550

Standards		Page References
<p><b>College and Career Readiness Anchor Standards for Reading</b></p> <p>The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.</p>		
<p><b>Key Ideas and Details</b></p>		
1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Chapter Review: Comprehension and Critical Thinking, 28, 64, 92, 118, 158, 188, 216, 244, 276, 316, 350, 388, 436, 484, 518, 550; Section Assessment: Reviewing Ideas and Terms, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Making Inferences, H9
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Identifying Cause and Effect, H3, 50, 106, 200; Sequence, 60; Taking Notes (examples), 32, 57, 78, 84, 103, 169, 196, 220, 254, 296, 334; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333

Standards		Page References
<b>Craft and Structure</b>		
4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Key Terms, 96, 122, 192, 248, 280; Section Assessment: Reviewing Ideas and Terms, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265; Chapter Assessment: Review Key Terms, 28, 64, 92, 118, 158, 188, 216
5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7
6.	Assess how point of view or purpose shapes the content and style of a text.	Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Criticism of the Media, 251; Chapter Review, 277; Propaganda, 252, 473, 503, 505; Point of View, 55, 392; Focus on Writing, 119, 189, 217, 550; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351
<b>Integration of Knowledge and Ideas</b>		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words* .	Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547; Primary Sources, 22, 43, 59, 73, 88, 108, 154, 173, 194, 239, 271, 289, 299, 311, 335; Graphs (examples), 149, 208, 227, 251, 345, 538, R11, R15; Maps (examples), 35, 301, 365, 428, 544; Time Lines (examples), 104, 210, 520; Charts (examples), 63, 114, 146, 221, 252, 310, 328, 444, 530; Skills Handbook, H2–H17
8.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Landmark Supreme Court Cases, 24, 61, 75, 107, 132, 171, 203, 237, 273, 309, 333
9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Debating the Issue, 13, 56, 77, 111, 148, 179, 205, 226, 266, 295, 341; Analyze Points of View and Frames of Reference, H4; Recognizing Bias and Propaganda, H5; Analyzing Primary Sources, H6; Analyzing Secondary Sources, H7

<b>Range of Reading and Level of Text Complexity</b>		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Chapter Review, 28–29, 64–65, 92–93, 118–119, 158–159, 188–189, 216–217, 244–245, 276–277, 316–317, 350–351, 388, 436, 484, 518, 550; Section Assessment, 12, 19, 25, 36, 42, 50, 55, 60, 76, 83, 89, 102, 110, 115, 126, 136, 142, 147, 155, 168, 178, 185, 195, 204, 213, 225, 232, 241, 253, 259, 265, 272, 284, 294, 302, 313, 324, 332, 340, 347, 363, 375, 385, 399, 411, 425, 433, 445, 457, 467, 481, 495, 505, 515, 525, 539, 547
<b>Writing</b>		
<b>Text Types and Purposes*</b>		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Persuasive Writing, 12, 19, 25, 29, 42, 60, 93, 115, 168, 204, 253, 265, 277, 284, 302, 313, 324, 436
2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Informative/Explanatory Writing, 36, 50, 83, 89, 102, 110, 119, 178, 189, 195, 217, 259, 272, 294, 317, 340, 347, 351, 484, 518, 550
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Narrative Writing, 55, 185, 213, 332



<b>Production and Distribution of Writing</b>		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Using Electronic Media, H13; Creating a Multimedia Presentation, H15; WebQuest, 359, 361, 369, 371, 385, 421, 445, 457, 465, 493, 502, 514, 533, 539; Interactive Feature, 15, 38, 72, 104, 124, 176, 193, 222, 262, 282, 328, 336, 378, 417, 480, 494, 519
<b>Research to Build and Present Knowledge</b>		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14; Research Activities, 65, 93, 117, 189, 215, 217, 277, 351
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Research Activities, 65, 93, 117, 189, 215, 217, 277, 351; Political Cartoons, 65, 73, 88, 93, 108, 119, 137, 139, 154, 159, 173, 189, 194, 205, 217, 226, 235, 239, 245, 259, 277, 299, 317, 366, 473, 520; Analyzing Primary Sources, 29, 65, 73, 93, 119, 159, 189, 217, 245, 277, 317, 351; Analyzing Primary Sources, H5, Analyzing Secondary Sources, H7; Analyzing Political Cartoons, H8; Evaluating Sources, H12; Using Electronic Media, H13; Synthesizing Information from Multiple Sources, H14
<b>Range of Writing</b>		
10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Focus on Writing and Writing Assignments, 12, 19, 25, 29, 36, 42, 50, 55, 60, 65, 76, 83, 89, 93, 102, 110, 115, 119, 126, 136, 142, 147, 155, 159, 168, 178, 185, 189, 195, 204, 213, 217, 225, 232, 241, 245, 253, 259, 265, 272, 284, 294, 302, 313, 324, 317, 332, 340, 347, 351, 388, 436, 484, 518, 550