



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

**Modern World History:
Patterns of Interaction**
© 2012

**COMMON
CORE**



HOUGHTON MIFFLIN HARCOURT

Holt McDougal
Modern World History: Patterns of Interaction © 2012

correlated to the

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

Reading Standards for Literacy in History/Social Studies, Grades 11-12

Standards	Page References
Key Ideas and Details	
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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64 Online Resources: Former ‘S’ pages 8-9, 10-11, 12-13, 26-27, 28-29, 30-33
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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Determining Main Ideas, R2; Summarizing, R4; Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64 Online Resources: Former ‘S’ pages 8-9, 10-11, 12-13, 26-27, 28-29, 30-33
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647 Analyzing Bias, R18; Evaluating Decisions and Courses of Action, R19; Analyzing Primary and Secondary Sources, R22 Online Resources: Former ‘S’ pages 26-27, 28-29, 30-33

Standards		Page References
Craft and Structure		
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: 5, 6, 18, 46, 48, 132, 133, 238, 313, 424, 514, 516 Section Assessment: Terms and Names: 11, 23, 51, 136, 241, 316, 427, 517 Chapter Assessment: Terms and Names: 30, 68, 142, 242, 334, 428, 518
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: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29; Primary Source Handbook, R40–R64 Online Resources: Former ‘S’ pages 8-9, 26-27, 28-29, 30-33
6.	Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	Different Perspectives (Document-based Questions): 67, 126, 201, 228, 307, 351, 423, 647

Standards		Page References
Integration of Knowledge and Ideas		
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.	Interact with History, Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating a Model, R34; Creating Written Presentations, R37
8.	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other sources of information.	Different Perspectives (Document-based Questions): 67, 126, 201, 228, 307, 351, 423, 647 Distinguishing Fact from Opinion, R8 ; Analyzing Bias, R18
9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Different Perspectives (Document-based Questions): 67, 126, 201, 228, 307, 351, 423, 647
Range of Reading and Level of Text Complexity		
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.	Taking Notes (Section Opener): 95, 283, 407, 612 Section Assessment: Critical Thinking and Writing & Using Your Notes: 101, 288, 410, 617 Chapter Assessment: Critical Thinking, Visual Summary & Main Ideas: 114, 308, 428, 632 Also see the Reading and Critical Thinking Skills section on the following pages: R2–R21

Writing Standards for Literacy in History/Social Studies, Grades 11-12

Standards		Page References
Text Types and Purposes		
1.	Write arguments focused on <i>discipline-specific</i> content.	Persuasive Writing: 183, 241, 271, 306, 335, 365, 459, 485, 559
2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37
3.	(See note; not applicable as a separate requirement)	

Note: 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.

Standards		Page References
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History & Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37 Online Resources: Former ‘S’ pages 26-29, 30-33
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.	Writing for Social Studies, R30; Creating Written Presentations, R37
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.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

Standards		Page References
Research to Build and Present Knowledge		
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.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
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.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from informational texts to support analysis, reflection, and research.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37
Range of Writing		
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.	Interact with History & Writing About History: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37 Online Resources: Former 'S' pages 26-29, 30-33

College and Career Readiness Anchor Standards for Reading

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.

Standards		Page References
Key Ideas and Details		
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.	Taking Notes: 95, 283, 407, 612 Using Your Notes: 101, 288, 410, 617 Main Ideas, Critical Thinking, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11
2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Analyzing Key Concepts: 57, 140, 160, 209, 254, 293, 303, 346, 438, 441, 477, 644 Main Ideas, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647 Determining Main Ideas, R2; Clarifying; Summarizing, R4

Standards		Page References
3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>Causes and Effects: 37, 54-55, 95-96, 122, 138, 139-141, 206, 207-211, 218-220, 221-227, 253, 254, 274, 283-284, 286, 293, 294, 299, 300-301, 303, 340-342, 350, 358, 399, 407-410, 433-434, 443-444, 472, 473-474, 486, 491-492, 512, 540, 641-642, 656-657</p> <p>Different Perspectives: 67, 126, 201, 228, 307, 351, 423, 647</p> <p>Comparing and Contrasting: Methods of Government 144-149 Political Revolutions 272-277 Scientific and Technological Changes 396-401 The Changing Nature of Warfare 520-525 Nation Building 666-671</p> <p>Identifying Problems and Solutions, R5; Analyzing Causes and Recognizing Effects, R6; Developing Historical Perspective, R12; Formulating Historical Questions, R13; Analyzing Motives, R16; Analyzing Issues, R17; Evaluating Decisions and Courses of Action, R19</p>
Craft and Structure		
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.	<p>Key Terms: 5, 6, 18, 46, 48, 132, 133, 238, 313, 424, 514, 516</p> <p>Section Assessment: Terms and Names: 11, 23, 51, 136, 241, 316, 427, 517</p> <p>Chapter Assessment: Terms and Names: 30, 68, 142, 242, 334, 428, 518</p>
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.	<p>Analyzing Primary Sources: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627</p> <p>Analyzing Primary and Secondary Sources, R22</p>
6.	Assess how point of view or purpose shapes the content and style of a text.	<p>Analyzing Primary Sources: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627</p> <p>Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29</p> <p>Online Resources: Former ‘S’ pages 8-9, 10-11, 12-13</p>

Standards		Page References
Integration of Knowledge and Ideas		
7.	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*	Integrated Technology: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24
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.	Analyzing Primary Sources: 39, 75, 135, 197, 320, 421, 454, 464, 586, 608, 627 Analyzing Bias, R18; Analyzing Primary and Secondary Sources, R22; Analyzing Political Cartoons, R29 Online Resources: Former ‘S’ pages 8-9, 10-11, 12-13, 26-29, 30-33
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.	Different Perspectives (Document-based Questions): 67, 126, 201, 228, 307, 351, 423, 647
Range of Reading and Level of Text Complexity		
10.	Read and comprehend complex literary and informational texts independently and proficiently.	Taking Notes: 5, 24, 95, 180, 253 Using Your Notes: 11, 29, 101, 183, 257 Main Ideas, Critical Thinking, Visual Summary: 68, 90, 114, 142, 184, 212, 242, 270, 308, 334, 366, 394, 428, 458, 486, 518, 558, 594, 632, 664 Determining Main Ideas, R2; Clarifying; Summarizing, R4; Making Inferences, R10; Drawing Conclusions, R11

*Please see “Research to Build and Present Knowledge” in Writing for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Writing

Standards		Page References
Text Types and Purposes*		
1.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.	Persuasive Writing: 183, 241, 271, 306, 335, 365, 459, 485, 559 Forming and Supporting Opinions, R20
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.	Writing About History: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37 Online Resources: Former 'S' pages 26-29, 30-33
3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Writing About History: 91, 243
Production and Distribution of Writing		
4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing About History: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating Written Presentations, R37 Online Resources: Former 'S' pages 26-29, 30-33
5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24

Standards		Page References
Research to Build and Present Knowledge		
7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Writing About History & Integrated Technology, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
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.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Visual, Audio, and Multimedia Sources, R23; Evaluating Internet Sources, R24; Writing for Social Studies, R30; Creating Written Presentations, R37
9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing About History & Integrated Technology 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Writing for Social Studies, R30; Creating and Using a Database, R33; Creating Written Presentations, R37 Online Resources: Former ‘S’ pages 26-29, 30-33
Range of Writing		
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.	Interact with History and Writing About History: 69, 91, 115, 143, 185, 213, 243, 271, 309, 335, 367, 395, 429, 459, 487, 519, 559, 595, 633, 665 Online Resources: Former ‘S’ pages 26-29, 30-33

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.