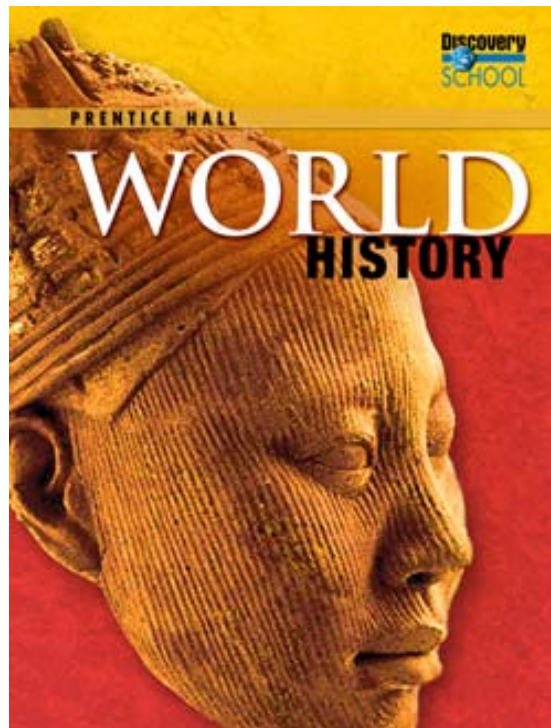


A Correlation of
**Prentice Hall
World History
Survey Edition**
©2014



To the
**Nebraska
Social Studies Standards
High School**

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Introduction

This document demonstrates how *Prentice Hall World History, Survey Edition, ©2014*, meets the 2012 Nebraska Social Studies Standards. Correlation page references are to the Student and Teacher's Editions.

Prentice Hall World History brings history to life, shows how history matters and motivates students to succeed. This highly acclaimed program offers a highly visual, engaging current events update that provides a snapshot of significant events such as the 2012 national elections and events in the Middle East, that have the potential to shape the national and international landscapes.

The *Concept Connector Solution* is a highly acclaimed program that enables students to go beyond the facts by exploring enduring key concepts and Essential Questions that remain relevant today.

The Pearson Advantage

Connect: Students connect to the history of our world through PBS® videos embedded within the online course.

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Understand: Informal and formal assessment options provide students with multiple ways to demonstrate mastery of important concepts.

***Prentice Hall World History Survey Edition* Units:**

- Unit 1:** *Early Civilizations (Prehistory – A.D. 1570)*
- Unit 2:** *Regional Civilizations (730 B.C. – A.D. 1650)*
- Unit 3:** *Early Modern Times (1300–1800)*
- Unit 4:** *Enlightenment and Revolution (1700–1850)*
- Unit 5:** *Industrialism and a New Global Age (1800–1914)*
- Unit 6:** *World Wars and Revolutions (1910–1955)*
- Unit 7:** *The World Since 1945 (1945–Present)*

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Nebraska Social Studies Standards High School	Prentice Hall World History Survey Edition, ©2014
Civics	
K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.	
Forms and Functions of Government	
United States/World	
SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	
SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)	SE/TE: Enlightenment Ideas Spread, 550–551; Colonists Express Discontent, 559–561; United States Constitution, 562, 563
SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)	SE/TE: For related material see: United States Constitution, 562, 563; Connections to Today: Democracy, 567
SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)	SE/TE: For related material see: Concept Connectors Handbooks: Governance and Civics, 1162–1164; Constitution, 562, 563
SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)	SE/TE: For related material see: Concept Connectors Handbooks: Governance and Civics, 1162–1164; Constitution, 562, 563
SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)	SE/TE: For related material see: Concept Connectors Handbooks: Governance and Civics, 1162–1164; Constitution, 562, 563
SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)	SE/TE: International Organizations, 953, 956, 1152–1153, 1152–1153, 1153c, 1156, 1157; NATO, 956, 966, 968, 975, 980, 1046, 1047, 1097, 1153; United Nations, 603, 953, 959, 976, 988, 990, 1033, 1047, 1102–1103, 1110, 1153; European Union (EU), 239, 494, 975, 975, 1096, 1097, 1103, 1126, 1152, 1157; Economics: Major Trade Organizations, 1156–1157

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SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States	SE/TE: For related material see: Political Parties, 522; U.S. Election: In the News: 8–11
SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)	SE/TE: Foreign Policy, 805–807; World War I: Winning the War, 829–833; World War II, 922–961; The Cold War, 964–1011; Conflicts in the Middle East, 1054–1059; The World today, 1094–1129
Civic Participation	
SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	
SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)	SE/TE: For related material see: Concept Connector: Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127; U.S. Election: In the News: 8–11
SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SE/TE: For related material see: Concept Connector Handbooks: Government and Civics, 1162–1165; Birth of the American Republic, 557–563
SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)	SE/TE: For related material see: Concept Connector Handbooks: Government and Civics, 1162–1165; Birth of the American Republic, 557–563; Democracy: Still Strong Today, 567; U.S. Election: In the News: 8–11
SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue	SE/TE: Opportunity to address this material may be found with the following: Concept Connector: Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127
SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)	SE/TE: Opportunity to address this material may be found with the following: Concept Connector: Democracy, 277, 537, 567, 603, 653, 745, 879, 959, 1009, 1061, 1071, 1127; Political Systems, 109, 181, 207, 239, 515, 537, 919
SS 12.1.2.f Critique various media sources for accuracy and perspective	SE/TE: Analyze Graphic Data, SH28; Analyze Images, SH29; Analyze Timelines, SH30; Compare Viewpoints, SH32; Use the Internet for Research, SH37

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Economics	
K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.	
Markets	
SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	
SS 12.2.1.a Explain how the factors of production are bought and sold in the market	SE/TE: For related material see: Industrial Revolution, 606–631; Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.1.b Analyze the role of the product market and the resource market	SE/TE: Concept Connectors Handbooks: Economics, 1154–1157; Market Economy, 627, 973, 991, 1003, 1039, 1067
SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)	SE/TE: Concept Connectors Handbooks: Economics, 1154–1157; Gross Domestic Product (GDP), 984; Inflation, 174, 270, 493, 913, 1098, 1157; Unemployment, 895–897; Economic Issues: In the News: 3–7
SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive	SE/TE: Concept Connectors Handbooks: Economics, 1154–1157; Market Economy, 627, 973, 991, 1003, 1039, 1067
SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)	SE/TE: Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157; Market Economy, 627, 973, 991, 1003, 1039, 1067; Labor Unions, 618, 620, 642, 728, 734, 743
SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)	SE/TE: Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157; Industrial Revolution, 606–631

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SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.	
SS 12.2.2.a Understand demand, quantity demanded, and changes in demand	SE/TE: For related material see: Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.2.b Understand supply, quantity supplied, and changes in supply	SE/TE: Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	SE/TE: For related material see: Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.2.d Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service	SE/TE: Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)	SE/TE: For related material see: Industrial Revolution, 606–631; Concept Connectors Handbooks: Economics, 1154–1157
Institutions	
SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.	
SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SE/TE: For related material see: Economic Issues: In the News: 3–7; Federal Reserve, 895–896
SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)	SE/TE: Gross Domestic Product (GDP), 984; Inflation, 174, 270, 493, 913, 1098, 1157; Unemployment, 895–897; Economic Issues: In the News: 3–7
SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977; World Bank, 977, 1103, 1107
SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)	SE/TE: Federal Reserve, 895–896

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SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity	SE/TE: Economic Issues: In the News: 3–7; Stock Market, 896; Market Economy, 627, 973, 991, 1003, 1039, 1067
Institutions	
SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.	
SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)	SE/TE: Opportunity to address this material may be found with the following: Concept Connectors Handbooks: Economics, 1154–1157
SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)	SE/TE: For related material see: market economy, 627, 972, 973, 991, 1003, 1039, 1067
Financial Literacy	
SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.	
SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)	SE/TE: Concept Connector: Economic Systems, 25, 499, 627, 629, 687, 717, 779, 1091

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SS 12.2.5.b Evaluate the historical use of various economic systems	SE/TE: Economic Systems: Asia, 1101; Belgium, 982; Britain, 982; capitalism, 623, 626, 813; centrally planned economy, 627; China, 95–96, 104, 369, 381, 403, 1100, 1101, 1106; command economy, 627, 905, 972, 991, 1008, 1067; definition, 1154, 1156; developing world, 1072; France, 575–576, 734, 894, 982; French Revolution and, 583; Germany, 696–697, 698, 913; globalization and, 1100–1104; Hong Kong, 1099; India, 1100, 1101, 1106; during Industrial Revolution, 613, 615; inflation, 913, 1098, 1157; Israel, 1057g; Italy, 704, 899–900; Japan, 394, 788, 874–875, 876, 984, 1099, 1101; Latin America, 808, 855; Middle Ages, 231–236, 270; mixed economy, 627, 973; modern, 1155; money, 42, 63; Netherlands, 982; Philippines, 1100; poverty, 1106–1107; recession, 977; Russia, 1098, 1100, 1101; Singapore, 1099; socialism, 629; social welfare programs, 717; South Korea, 1099, 1101; Soviet Union, 844–845, 904–905, 1001, 1003; Spain, 982; supply and demand, 615; Taiwan, 1099; Thailand, 1101; traditional, 1066–1067; United States, 895, 973, 977, 1098; Weimar Republic, 913; World War II, 939–940
SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	SE/TE: For related material see: Economic Systems: Asia, 1101; Belgium, 982; Britain, 982; China, 95–96, 104, 369, 381, 403, 1100, 1101, 1106; France, 575–576, 734, 894, 982; Israel, 1057g; Italy, 704, 899–900; Japan, 394, 788, 874–875, 876, 984, 1099, 1101; Latin America, 808, 855
SS 12.2.6 Students will understand economic concepts that support rational decision making	
SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment	SE/TE: For related material see: Economic Issues: In the News: 3–7; Technology: In the News: 19, In The News: 21
SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis	SE/TE: For related material see: Economic Issues: In the News: 3–7; Technology: In the News: 19, In The News: 21

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SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents	SE/TE: Opportunity to address this material may be found with the following: Economic Issues: In the News: 3–7; Technology: In the News: 19, In The News: 21; Education, 677, 728, 737–738, 770, 776, 1110
SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)	SE/TE: For related material see: Economic Issues: In the News: 3–7; Technology: In the News: 19, In The News: 21
SS 12.2.7 Students will apply effective money management concepts.	
SS 12.2.7.a Organize personal finances and use a budget to manage cash flow	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155; Scarcity, 1157
SS 12.2.7.b Compare and contrast checking and savings accounts	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.7.c Assess the effects of taxes on personal income	SE/TE: For related material see: Taxes, 495, 1157, 1165
SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.	
SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit	SE/TE: Opportunities to address this objective may be found with the following: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)	SE/TE: Opportunities to address this objective may be found with the following: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977

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SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.	
SS 12.2.9.a Explain the importance of saving to ensure financial security	SE/TE: For related material see: Banks and Banking, 493, 697, 788, 977; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)	SE/TE: Opportunities to address this objective may be found with the following: Economic Issues: In the News: 3–7; Banks and Banking, 493, 697, 788, 977
SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)	SE/TE: Opportunities to address this objective may be found with the following: Economic Issues: In the News: 3–7; Banks and Banking, 493, 697, 788, 977
Government	
SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.	
SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)	SE/TE: Opportunities to address this objective may be found with the following: Taxes, 495, 1157, 1165; Tariffs, 495, 745, 982, 1157; Concept Connector Handbook: Economics, 1154–1155
SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)	SE/TE: Taxes, 495, 1157, 1165; Tariffs, 495, 745, 982, 1157; Market Economy, 627, 972, 973, 991, 1003, 1039, 1067
SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity	SE/TE: Taxes, 495, 1157, 1165; Tariffs, 495, 745, 982, 1157

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SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)	SE/TE: Economic Systems: Asia, 1101; Belgium, 982; Britain, 982; capitalism, 623, 626, 813; centrally planned economy, 627; China, 95–96, 104, 369, 381, 403, 1100, 1101, 1106; command economy, 627, 905, 972, 991, 1008, 1067; definition, 1154, 1156; developing world, 1072; France, 575–576, 734, 894, 982; French Revolution and, 583; Germany, 696–697, 698, 913; globalization and, 1100–1104; Hong Kong, 1099; India, 1100, 1101, 1106; during Industrial Revolution, 613, 615; inflation, 913, 1098, 1157; Israel, 1057g; Italy, 704, 899–900; Japan, 394, 788, 874–875, 876, 984, 1099, 1101; Latin America, 808, 855; Middle Ages, 231–236, 270; mixed economy, 627, 973; modern, 1155; money, 42, 63; Netherlands, 982; Philippines, 1100; poverty, 1106–1107; recession, 977; Russia, 1098, 1100, 1101; Singapore, 1099; socialism, 629; social welfare programs, 717; South Korea, 1099, 1101; Soviet Union, 844–845, 904–905, 1001, 1003; Spain, 982; supply and demand, 615; Taiwan, 1099; Thailand, 1101; traditional, 1066–1067; United States, 895, 973, 977, 1098; Weimar Republic, 913; World War II, 939–940; laissez-faire economics, 548, 622–623, 625, 627, 635, 726, 1155
SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	SE/TE: For related material see: monopoly, 103, 109, 454, 495, 867
SS 12.2.11 Students will examine the government’s influence on economic systems through fiscal policy.	
SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	SE/TE: Taxes, 495, 1157, 1165; Tariffs, 495, 745, 982, 1157
SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt	SE/TE: International Monetary Fund (IMF), 977, 1102, 1153
SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)	SE/TE: Unemployment, 895–897

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Globalization	
SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	
SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	SE/TE: Trade, 23, 43, 45, 70, 90, 92, 99, 104, 105, 114, 115–116, 189, 232, 233–234, 258, 275, 299, 318, 337, 337, 338, 339, 345, 346–347, 349, 352–353, 354–355, 356, 394, 398, 406–407, 411, 446–451, 458–459, 460, 478, 483, 487–490, 491–492, 540–541, 557, 558, 601, 629, 728, 876, 975, 1099, 1102–1103, 1104, 1152, 1156; Concept Connector: Trade, 109, 112, 145, 239, 299, 363, 375, 467, 499, 809; World Trade Organization (WTO), 1103, 1153
SS 12.2.12.b Identify goods which are available at a lower price because of international trade	SE/TE: Globalization, 1100–1104, 1126; Economic Issues, In the News: 3–7
SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market	SE/TE: For related material see: Tariffs, 495, 745, 982, 1157; OPEC, 1034–1035, 1037, 1101, 1103, 1153, 1157
SS 12.2.13 Students will evaluate how international trade affects the domestic economy.	
SS 12.2.13.a Identify goods which are available at a lower price because of international trade	SE/TE: For related material see: Globalization, 1100–1104, 1126; Economic Issues, In the News: 3–7
SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market	SE/TE: For related material see: Tariffs, 495, 745, 982, 1157; OPEC, 1034–1035, 1037, 1101, 1103, 1153, 1157

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Geography	
K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.	
The World in Spatial Terms	
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)	SE/TE: Maps, SH25, SH26, SH27, 1, 10, 18, 31, 37, 40, 45, 47, 63, 69, 81, 85, 93, 103, 105, 119, 125, 127, 138, 151, 156, 164, 169, 174, 178, 181, 187, 189, 196, 202, 206, 210, 215, 217, 222, 226, 232, 248, 257, 261, 271, 275, 286, 292, 295, 298, 307, 315, 325, 332, 341, 342, 345, 349, 355, 380, 384, 388, 398, 406, 413, 432, 443, 447, 454, 475, 485, 489, 498, 505, 526, 532, 536, 540, 554, 558, 565, 581, 595, 599, 601, 613, 640, 647, 649, 656, 661, 678, 693, 703, 707, 716, 735, 742, 757, 765, 769, 774, 778, 793, 797, 799, 804, 812, 817, 823, 826, 837, 846, 847, 860, 863, 872, 876, 879, 892, 907, 928, 935, 940, 943, 946, 949, 955, 958, 961, 962, 969, 971, 975, 988, 989, 995, 998, 999, 1011, 1022, 1027, 1033, 1038, 1041, 1046, 1051, 1056, 1060, 1063, 1067, 1083, 1090, 1097, 1099, 1101, 1107, 1111, 1117, 1134, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1152, 1157
SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)	SE/TE: Geography Skills Handbook, SH24–SH27; Maps (examples), 485, 498, 534, 757, 943

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<p>SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)</p>	<p>SE/TE: Geography Skills Handbook, SH24–SH27; Natural Resources, 612, 613, 1025, 1101; Urbanization, 616–617, 662, 1073; Urban Renewal, 668–669; Suburbanization, 977; Concept Connector: Geography’s Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; Empire, 63, 181, 239, 335, 403, 467, 499, 653, 717, 772, 779, 1009; Trade, 109, 145, 239, 299, 363, 375, 467, 499, 745, 809, 1127; Cultural Diffusion, 63, 145, 299, 345, 403, 441, 499, 567, 1127 TE Only: Mapping, 328, 364, 595, 662, 1129</p>
<p>SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)</p>	<p>SE/TE: Concept Connector: Geography’s Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; Geography Skills Handbook, SH24–SH27; Maps, 1, 10, 18, 31, 37, 40, 45, 47, 63, 69, 81, 85, 93, 103, 105, 119, 125, 127, 138, 151, 156, 164, 169, 174, 178, 181, 187, 189, 196, 202, 206, 210, 215, 217, 222, 226, 232, 248, 257, 261, 271, 275, 286, 292, 295, 298, 307, 315, 325, 332, 341, 342, 345, 349, 355, 380, 384, 388, 398, 406, 413, 432, 443, 447, 454, 475, 485, 489, 498, 505, 526, 532, 536, 540, 554, 558, 565, 581, 595, 599, 601, 613, 640, 647, 649, 656, 661, 678, 693, 703, 707, 716, 735, 742, 757, 765, 769, 774, 778, 793, 797, 799, 804, 812, 817, 823, 826, 837, 846, 847, 860, 863, 872, 876, 879, 892, 907, 928, 935, 940, 943, 946, 949, 955, 958, 961, 962, 969, 971, 975, 988, 989, 995, 998, 999, 1011, 1022, 1027, 1033, 1038, 1041, 1046, 1051, 1056, 1060, 1063, 1067, 1083, 1090, 1097, 1099, 1101, 1107, 1111, 1117, 1134, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1152, 1157</p>

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Places and Regions	
SS 12.3.2 Students will examine how regions form and change over time.	
SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)	SE/TE: Erosion, 1113; Trade, 23, 43, 45, 70, 90, 92, 99, 104, 105, 114, 115–116, 189, 232, 233–234, 258, 275, 299, 318, 337, 337, 338, 339, 345, 346–347, 349, 352–353, 354–355, 356, 394, 398, 406–407, 411, 446–451, 458–459, 460, 478, 483, 487–490, 491–492, 540–541, 557, 558, 601, 629, 728, 876, 975, 1099, 1102–1103, 1104, 1152, 1156; Migration, 9–10, 11, 12, 19, 22, 23, 25, 186, 207, 230, 280, 295–296, 341, 342, 345, 363, 384, 433, 492, 610, 612, 629, 732, 745, 1108–1109
SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)	SE/TE: Concept Connector, 603, 709, 717, 879, 1039, 1091; Nationalism, 594, 635–637, 717, 789–790; in Africa, 760, 858–861; American Revolution, 709; Arab, 862–863, 1032, 1036; Austria, 716; Balkan states, 705–708, 707; in China, 777; Eastern Europe, 706–707, 708; Fascism, 901, 902; France, 590, 596, 603; Germany, 596, 691, 716, 914, 915; India, 770, 771; Iran, 862; Ireland, 731; Islamic, 861; Italy, 643, 700–704; Japan, 876–877; Latin America, 855–856; Mexico, 855–856; Middle East, 861–864, 879; Pan-Arabism, 862–863; Turkey, 861–862
SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)	SE/TE: Migration, 9–10, 11, 12, 19, 22, 23, 25, 186, 207, 230, 280, 295–296, 341, 342, 345, 363, 384, 433, 492, 610, 612, 629, 732, 745, 1108–1109; Urbanization, 616–617, 662, 1073; Urban Renewal, 668–669; Suburbanization, 977; Industrialization, 606–631, 658, 696–697, 704, 713–714, 788, 874–875, 905, 976–984, 1008, 1156

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SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)	SE/TE: Trade, 23, 43, 45, 70, 90, 92, 99, 104, 105, 114, 115–116, 189, 232, 233–234, 258, 275, 299, 318, 337, 337, 338, 339, 345, 346–347, 349, 352–353, 354–355, 356, 394, 398, 406–407, 411, 446–451, 458–459, 460, 478, 483, 487–490, 491–492, 540–541, 557, 558, 601, 629, 728, 876, 975, 1099, 1102–1103, 1104, 1152, 1156; Concept Connector: Trade, 109, 112, 145, 239, 299, 363, 375, 467, 499, 809; European Union (EU), 239, 494, 975, 975, 1096, 1097, 1103, 1126, 1152, 1157; NAFTA and, 499, 975, 1103, 1152, 1156
SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)	SE/TE: Concept Connector: Connections to Today, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127; In The News: 2; U.S in the World, In the News: 32
SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)	SE/TE: Environment, In the News 26, In the News 29; Global Warming, 975, 1113; Pollution, 639, 1112–1113
Physical Systems	
SS 12.3.3 Students will interpret how natural processes interact to create the natural environment	
SS 12.3.3.a Identify and explain components of Earth’s physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)	SE/TE: For related material see: Ice Age, 186; Volcano, 388, 1132, 1133; Earthquakes, 106, 388, 875, 1022
SS 12.3.3.b Explain plate tectonics/ continental drift and predict changes over time to the earth’s land and oceans	SE/TE: For related material see: Volcano, 388, 1132, 1133; Earthquakes, 106, 388, 875, 1022
SS 12.3.3.c Identify and explain world patterns of extreme events	SE/TE: Environment, In the News, 26, 27; Floods, 30–34, 44–45, 55; Tsunami, 388, 1022, 1106, 1107; Volcano, 388, 1132, 1133; Drought, 1073, 1108; Earthquakes, 106, 388, 875, 1022
SS 12.3.3.d Identify and explain global ocean and atmospheric systems	SE/TE: Global Warming, 975, 1113; also see: The Search for Spices, 446–451

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SS 12.3.3.e Compare and contrast world climate regions	SE/TE: Humans Develop Strategies for Survival, 11–12; People Domesticate Plants and Animals, 13; Impact of civilization on the Environment, 22, 25; Geography Helps Shape Egypt, 44–45; Aswan High Dam, 63; Geography of the Indian Subcontinent, 68–70; Indus Civilization Declines, 71; Geography Influences Civilization (China), 92–93; The Aztecs Settle in the Valley of Mexico, 192; Farming the Land, 198; Peoples of North America, 201–205; Map of Africa’s vegetation regions and adaptations made by humans, 343; The Forest Kingdom of Benin, 350
Human Systems	
SS 12.3.4 Students will analyze and interpret patterns of culture around the world.	
SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)	SE/TE: Population: China, 464, 1077; cities, 1149; Columbian Exchange and, 492; disease and, 667–668; environment, 629; of Germany, 696; India, 770, 1017, 1079–1080; during Industrial Revolution, 610, 617, 689; Jewish people, 864; languages and, 1166; Latin America, 1084; London, 667; Muslim, 864; of Native Americans, 498; Parliament and, 723; poverty, 622–623, 1068, 1079, 1084; of South Africa, 1050; Spanish colonies, 480; world, 1106, 1148
SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)	SE/TE: Migration, 9–10, 11, 12, 19, 22, 23, 25, 186, 207, 230, 280, 295–296, 341, 342, 345, 363, 384, 433, 492, 610, 612, 629, 732, 745, 1108–1109

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SS 12.3.4.c Compare and contrast changes in human settlement patterns over time	SE/TE: Migration, 9–10, 11, 12, 19, 22, 23, 25, 186, 207, 230, 280, 295–296, 341, 342, 345, 363, 384, 433, 492, 610, 612, 629, 732, 745, 1108–1109; Urbanization, 616–617, 662, 1073; Urban Renewal, 668–669; Suburbanization, 977; Population: China, 464, 1077; cities, 1149; Columbian Exchange and, 492; disease and, 667–668; environment, 629; of Germany, 696; India, 770, 1017, 1079–1080; during Industrial Revolution, 610, 617, 689; Jewish people, 864; languages and, 1166; Latin America, 1084; London, 667; Muslim, 864; of Native Americans, 498; Parliament and, 723; poverty, 622–623, 1068, 1079, 1084; of South Africa, 1050; Spanish colonies, 480; world, 1106, 1148
SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries	SE/TE: Urbanization, 616–617, 662, 1073; Urban Renewal, 668–669; Suburbanization, 977
SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)	SE/TE: Concept Connector: Cultural Diffusion, 63, 145, 299, 345, 403, 441, 499, 567, 1127
SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)	SE/TE: Literacy, 386, 1035; Gross Domestic Product (GDP), 984; Unemployment, 895–897; Economic Issues: In the News: 3–7; Sustainable Development, 1074, 1104
SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)	SE/TE: Globalization, 1100–1104, 1126; disease and, 1108; human rights and, 1109–1112; migration and, 1108–1109; natural disasters and, 1107
SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)	SE/TE: NATO, 709, 956, 966, 968, 975, 980, 1046, 1047, 1097, 1153; United Nations, 603, 953, 959, 976, 988, 990, 1033, 1047, 1102–1103, 1110, 1153; European Union (EU), 239, 494, 975, 975, 1096, 1097, 1103, 1126, 1152, 1157

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SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.	SE/TE: Concept Connector: Conflict, 181, 261, 277, 467, 537, 567, 653, 745, 809, 847, 879, 959, 1009, 1039, 1061; Cooperation, 207, 567, 603, 745, 809, 847, 959, 975, 1061, 1091, 1127; Please note that this standard is covered throughout the text. Representative references are provided here: Concept Connector: Conflict, 261, Revolution, 644, Cooperation, 975; also see: Conflict in the Greek World, 124–129; Turbulent Centuries in Africa, 452–456; Struggle for North America, 482–486; Revolutions of 1830 and 1848, 638–643; Revolts in Latin America, 645–652; The Great War Begins, 816–821; A New Kind of War, 822–828; Winning the War, 829–833; Making the Peace, 834–838; Conflicting Forces in Japan, 874–877; From Appeasement to War, 924–929; The Axis Advances, 930–938; Victory in Europe and the Pacific, 948–951; The End of World War II, 952–956; The Cold War Unfolds, 966–974; War in Southeast Asia, 992–997; The End of the Cold War, 1000–1007; Conflicts Divide Nations, 1044–1047; United Nations, 603, 953, 959, 976, 988, 990, 1033, 1047, 1102–1103, 1110, 1153; European Union (EU), 239, 494, 975, 975, 1096, 1097, 1103, 1126, 1152, 1157
Human/Environment Interaction	
SS 12.3.5 Students will evaluate interrelationships between people and the environment.	
SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes	SE/TE: Floods, 30–34, 44–45, 55; Tsunami, 388, 1022, 1106, 1107; Volcano, 388, 1132, 1133; Drought, 1073, 1108; Earthquakes, 106, 388, 875, 1022

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SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)	SE/TE: Humans Develop Strategies for Survival, 11–12; People Domesticate Plants and Animals, 13; Impact of civilization on the environment, 22, 25; Geography Helps Shape Egypt, 44–45; Aswan High Dam, 63; Geography of the Indian Subcontinent, 68–70; Indus Civilization Declines, 71; Geography Influences Civilization (China), 92–93; The Aztecs Settle in the Valley of Mexico, 192; Farming the Land, 198; Peoples of North America, 201–205; Map of Africa’s vegetation regions and adaptations made by humans, 343; The Forest Kingdom of Benin, 350; Dawn of the Industrial Age, 608–611; Britain Leads the Way, 612–615; Social Impact of the Industrial Revolution, 616–621; New Ways of Thinking, 622–626; The Industrial Revolution Spreads, 660–666; The Rise of Cities, 667–671; Changing Attitudes and Values, 674–680; Arts in the Industrial Age, 681–685; Agriculture in China, 986, 1076–1077; Green Revolution, 1068, 1079; Agribusiness, 1084; Pollution, 1112–1113
SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)	SE/TE: Environment, In the News 26; In the News 29; Concept Connector: Geography’s Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105
SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)	SE/TE: Concept Connector: Science and Technology, 63, 145, 439, 441, 467, 629, 687, 919, 1127; Science and Technology Timeline, 11158–1162; Industrial Revolution, 662–665; Steam Power, 629; Trade and Technology, 1104; Natural Resources, 612, 613, 1025, 1101; Petroleum Industry, 743, 1025; Oil, 766, 855, 862, 863, 978, 1034–1035, 1036, 1037, 1103, 1191

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SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)	SE/TE: Technology, In the News, 19-21; Concept Connector: Science and Technology, 63, 145, 439, 441, 467, 629, 687, 919, 1127; also see: The Industrial Revolution, 606–631
Application of Geography to Issues and Events	
SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.	
SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)	SE/TE: Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; Science and Technology Timeline, 11158–11162; Geography Skills Handbook, SH24–SH27
SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)	SE/TE: Geography Skills Handbook, SH24–SH27; Environment, In the News 26; In the News 29; Concept Connector: Geography's Impact, 25, 200, 207, 299, 363, 403, 603, 629, 779, 809, 1105; Migration, 25, 363, 629, 732, 745; also see: Maps (examples), Maps, 1, 10, 18, 31, 37, 40, 45, 47, 63, 69, 81, 85, 93, 103, 105, 119, 125, 127, 138, 151, 156, 164, 169, 174, 178, 181, 187, 189, 196, 202, 206, 210, 215, 217, 222, 226, 232, 248, 257, 261, 271, 275, 286, 292, 295, 298, 307, 315, 325, 332, 341, 342, 345, 349, 355, 380, 384, 388, 398, 406, 413, 432, 443, 447, 454, 475, 485, 489, 498, 505, 526, 532, 536, 540, 554, 558, 565, 581, 595, 599, 601, 613, 640, 647, 649, 656, 661, 678, 693, 703, 707, 716, 735, 742, 757, 765, 769, 774, 778, 793, 797, 799, 804, 812, 817, 823, 826, 837, 846, 847, 860, 863, 872, 876, 879, 892, 907, 928, 935, 940, 943, 946, 949, 955, 958, 961, 962, 969, 971, 975, 988, 989, 995, 998, 999, 1011, 1022, 1027, 1033, 1038, 1041, 1046, 1051, 1056, 1060, 1063, 1067, 1083, 1090, 1097, 1099, 1101, 1107, 1111, 1117, 1134, 1136, 1137, 1138, 1139, 1140, 1141, 1142, 1143, 1144, 1145, 1152, 1157

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History	
K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
Chronological Thinking	
World: 1000 CE to Present	
SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.	
SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)	SE/TE: <i>Prentice Hall World History</i> explores the story of humanity through analyzing broad periods of time. See Early Civilizations, 2–27, 28–65, 66–111, 112–147, 148–183, 184–209; Regional Civilizations, 212–241, 242–279, 280–301, 302–337, 338–365, 366–405; Early Modern Times, 408–443, 444–469, 470–501, 502–539; Enlightenment and Revolution, 542–569, 570–605, 606–631, 632–655; Life in the Industrial Age, 658–689, 690–719, 720–747, 748–781, 782–811; World Wars and Revolutions, 814–149, 850–881, 882–921, 922–961; The World Since 1945, 964–1011, 1012–1041, 1042–1063, 1064–1093, 1094–1129
SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)	SE/TE: Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149; Reading Skills: Recognize Sequence, 68, 76, 84, 92, 101, 282, 289, 304, 310, 376, 472, 477, 482, 487, 491, 557, 585, 692, 696, 700, 705, 710, 733, 924, 930, 939, 948, 952, 1044, 1048, 1054

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<p>SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future</p>	<p>SE/TE: Reading Skills: Recognize Sequence, 68, 76, 84, 92, 101, 282, 289, 304, 310, 376, 472, 477, 482, 487, 491, 557, 585, 692, 696, 700, 705, 710, 733, 924, 930, 939, 948, 952, 1044, 1048, 1054; Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149</p>

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Historical Comprehension	
SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.	
SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)	SE/TE: Section Assessment: Terms, People and Places, 10, 15, 23, 34, 43, 48, 56, 60, 74, 82, 90, 100, 107, 117, 123, 128, 135, 142, 154, 160, 165, 171, 177, 194, 199, 205, 218, 224, 230, 236, 249, 254, 260, 267, 273, 288, 293, 297, 308, 316, 322, 328, 333, 344, 351, 356, 361, 374, 382, 386, 395, 401, 416, 421, 427, 433, 437, 451, 455, 460, 465, 476, 481, 486, 490, 495, 508, 514, 523, 529, 535, 548, 555, 563, 577, 583, 590, 600, 611, 615, 620, 626, 637, 643, 650, 666, 671, 680, 684, 695, 699, 704, 708, 715, 725, 731, 738, 743, 753, 760, 766, 771, 777, 790, 795, 800, 807, 821, 827, 833, 838, 845, 856, 864, 867, 873, 877, 889, 897, 902, 911, 917, 929, 938, 945, 951, 956, 974, 984, 991, 997, 1006, 1019, 1023, 1030, 1037, 1047, 1052, 1059, 1070, 1075, 1080, 1088, 1099, 1104, 1113, 1119, 1125; Chapter Assessment: Terms, People and Places, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Biographies, 8, 48, 70, 97, 131, 158, 170, 197, 222, 229, 245, 263, 285, 293, 314, 320, 348, 377, 391, 425, 429, 483, 511, 528, 546, 560, 587, 598, 610, 668, 682, 697, 758, 759, 777, 819, 831, 841, 862, 877, 888, 914, 944, 979, 986, 993, 1028, 1075, 1086, 1112; Newsmakers: In the News: 12, In the News: 13

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SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts	SE/TE: Chapter Assessment, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Timelines, SH30, 24–25, 62–63, 108–109, 144–145, 180–181, 206–207, 238–239, 276–277, 298–299, 298–299, 315, 332, 334–335, 362–363, 402–403, 430–431, 440–441, 466–467, 498–499, 536–537, 566–567, 602–603, 628–629, 652–653, 686–687, 716–717, 744–745, 778–779, 808–809, 842–843, 846–847, 878–879, 918–919, 943, 958–959, 1008–1009, 1038–1039, 1060–1061, 1090–1091, 1126–1127, 1148–1149
SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources	SE/TE: Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler’s Tales, 104, 354, 378, 474, 740, 786, 1121
Multiple Perspectives	
SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.	
SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)	SE/TE: Comparing Viewpoints, 586, 752, 789, 871; Primary Sources, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler’s Tales, 740, 786, 1121; In The News: 2; U.S. in the World, In the News: 32

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SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu's letter to Queen Victoria preceding the Opium War, Nuremberg Laws)	SE/TE: Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler's Tales, 104, 354, 378, 474, 740, 786, 1121; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: analyze primary sources, SH31, analyze cartoons, 26, 604, 718, 746, 780, 960, analyze literature, 172, 237, 509, 651, 761, 1081, compare points of view, 500, 535, 920, SH32
Historical Analysis and Interpretation	
SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	
SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration	SE/TE: Comparing Viewpoints, 586, 752, 789, 871; Primary Sources, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler's Tales, 740, 786, 1121; In The News: 2; U.S in the World, In the News: 32
SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>How does conflict impact political borders?</i>)	SE/TE: Each Concept Connector includes opinion questions that students answer based on their values and the facts they know. See pages: 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127
SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)	SE/TE: Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Cause and Effect Charts, 22, 334, 440, 602, 642, 670, 846, 918; Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105

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SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)	SE/TE: Feature: Cause and Effect, 22, 334, 440, 602, 642, 670, 846, 918; Turning Point: The Neolithic Revolution, 11–16; Events That Changed the World, 178–179, 274–275, 496–497, 564–565, 672–673, 946–947, 998–999; Critical Thinking: analyze cause and effect, SH34, recognize cause and effect, 26, 64, 146, 182, 240, 300, 336, 442, 468, 519, 529, 604, 642, 654, 670, 746, 810, 880, 920, 960, 1010, 1040, 1062, 1089, 1092, 1128, understand cause and effect, 506, 538; Reading Skills: recognize sequence, 68, 76, 84, 92, 101, 282, 289, 304, 310, 376, 472, 477, 482, 487, 491, 557, 585, 692, 696, 700, 705, 710, 733, 924, 930, 939, 948, 952, 1044, 1048, 1054, identify causes and effects, 150, 255, 269, 340, 346, 446, 457, 612, 754, 767, 784, 791, 796, 852, 858, 865, 1014, 1024, 1032, recognize multiple causes, 155, 173, 262, 294, 357, 572, 608, 750, 773, 801, 869, understand effects, 161, 166, 251, 352, 461, 616, 762, 874, 1020, identify causes, 244, identify effects, 452
SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)	SE/TE: Concept Connector, 83, 200, 261, 345, 375, 439, 515, 601, 627, 644, 709, 732, 772, 903, 957, 975, 1071, 1105; Concept Connector: Connections to Today, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127
Historical Research Skills	
SS 12.4.5 (WLD) Students will develop historical research skills.	
SS 12.4.5.a (WLD) Develop questions about World history.	SE/TE: Concept Connector, 25, 63, 105, 145, 181, 207, 239, 277, 299, 335, 363, 403, 441, 467, 499, 537, 567, 603, 629, 653, 687, 717, 745, 779, 809, 847, 879, 919, 959, 1009, 1039, 1061, 1091, 1127; Chapter Assessment: Terms, People and Places, 26, 64, 110, 146, 182, 208, 240, 278, 300, 336, 364, 404, 442, 468, 500, 538, 568, 604, 630, 654, 688, 718, 746, 780, 810, 848, 880, 920, 960, 1010, 1040, 1062, 1092, 1128

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SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SE/TE: Primary Sources, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler’s Tales, 104, 354, 378, 474, 740, 786, 1121; In The News: 2; U.S. in the World, In the News: 32
SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)	SE/TE: Primary Sources, 61, 91, 129, 136, 172, 250, 309, 417, 456, 524, 549, 584, 621, 651, 868, 1007, 1031, 1053, 1089, 1114; Document Based Assessment, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129; Traveler’s Tales, 104, 354, 378, 474, 740, 786, 1121; Comparing Viewpoints, 176, 494, 586, 752, 789, 871; Critical Thinking: analyze primary sources, SH31, analyze cartoons, 26, 604, 718, 746, 780, 960, analyze literature, 172, 237, 509, 651, 761, 1081, compare points of view, 500, 535, 920, SH32
SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SE/TE: Critical Thinking: analyze information, 64, 83, 110, 129, 136, 182, 300, 309, 336, 404, 442, 538, 568, 630, 654, 718, 780, 960, 975, 1040, 1128, identify central issues, 75, 91, 486, 514, 523, 535, 549, 584, 837, 868, 880, summarize, 136, 508, 523, 584, 685, 688, 740, 780, summarize information, 309, identify main ideas, 486, 713, 894, 1114; Reading Skills: identify main ideas, 30, 36, 114, 214, 219, 225, 231, 410, 418, 423, 428, 434, 504, 530, 592, 622, 634, 638, 645, 660, 722, 891, 898, 904, 912, 1072, 1076, 1082; summarize, 4, 11, 17, 397, 544, 816, 829, 834, 839, 966, 985, 992; Document-Based Assessment: Writing Task, 27, 65, 111, 147, 183, 209, 241, 279, 301, 337, 365, 405, 443, 469, 501, 539, 569, 605, 631, 655, 689, 719, 747, 781, 811, 849, 881, 921, 961, 1011, 1041, 1063, 1093, 1129