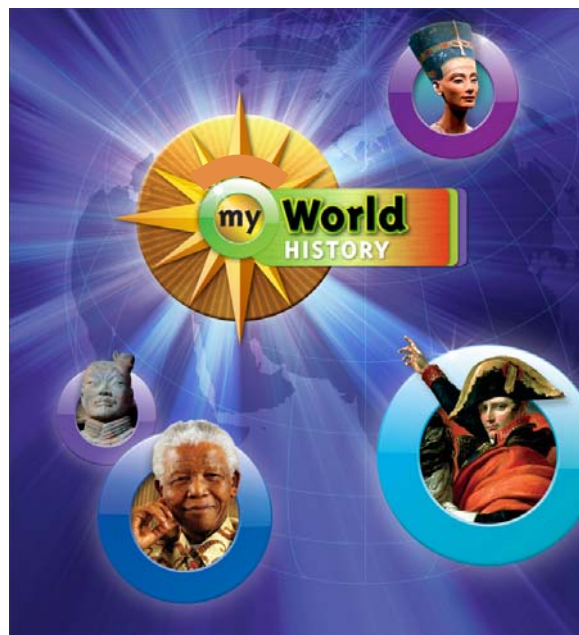


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To the

Nebraska
Social Studies Standards
Grades 6-8

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Introduction

This document demonstrates how **Savvas myWorld History Survey Edition, ©2012** meets the 2012 Nebraska Social Studies Standards for Grades 6-8. Correlation page references are to the Student and ProGuide.

The ProGuide is a next generation Teacher’s Edition that combines a lightweight unit-by-unit approach with time-saving strategies, comprehensive *Understanding by Design™* lesson plans, activity-based curriculum options, and reproducible student resources.

- **myWorld History** engages 21st century learners by integrating myWorldHistory.com and the Student Edition with the goal of connecting history to their lives today.
- **Connect** Watch your students connect to engaging stories from some of the most compelling and eventful times in the history of our world through *myStory*.
- **Experience** Students will journey through time without leaving the classroom with myWorldHistory.com where they will actively experience the history of the world in which they live.
- **Understand** Informal and formal assessment options, both in print and online, provide students with multiple ways to demonstrate mastery of important concepts.

myWorldHistory.com & myWorld History™ Survey Edition Units:

- Unit 1: Origins
- Unit 2: The Ancient Near East
- Unit 3: Ancient India and China
- Unit 4: Ancient Greece
- Unit 5: Ancient Rome
- Unit 6: The Byzantine Empire and Islamic Civilization
- Unit 7: African and Asian Civilizations
- Unit 8: Civilizations of the Americas
- Unit 9: Europe in the Middle Ages
- Unit 10: The Rise of Europe
- Unit 11: The Early Modern World
- Unit 12: The Modern World

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Nebraska Social Studies Standards	Savvas myWorld History Survey Edition, ©2012
Civics	
SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.	
SS 8.1.1.a Identify and describe different forms of government via the study of early and current civilizations (e.g., tribal, monarchy, democracy, republic, theocracy, and oligarchy)	SE/PG: Foundations of Government, 20–21; Political Systems, 22–23; also see: Absolute monarchy, 592; Athens, 321, 354; China, 256, 258–259, 275–280, 516, 518, 519, 520, 524–527, 530–531; City–states, 304–305, 312–317; Colonial, 811, 813; Communism, 933, 978–979, 980; Democracy, 314–317; England, 662, 663, 844–849; English colonies, 809; France, 832–833, 834–835, 893; Germany, 895–896; Greece, 312–317, 346; Japan, 551–552; New Spain, 797; North Korea, 23; Roman empire, 395, 406; Roman republic, 366, 370–375, 379, 381–382; Russia, 840, 905; Self–government, 305, 755, 809; Southwest Asia, 20; Sparta, 312, 318–319, 321, 354–355; Tyranny, 314; United Kingdom, 662, 663; United States, 19, 21, 24–25, 375, 864
SS 8.1.1.b Describe the structure and roles of government	SE/PG: Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25
SS 8.1.1.c Identify the development of written laws and other documents (e.g., Hammurabi's Code, Magna Carta, Declaration of Independence, United States Constitution, Preamble and Bill of Rights)	SE/PG: Hammurabi's Code, 20, 121–123, 139; Magna Carta, 662–663; Declaration of Independence, 870; Constitution, 374, 872, 873; Bill of Rights, U.S., 26, 872, 873; English Bill of Rights, 848, 849, 1030
SS 8.1.1.d Explain how various government decisions impact people, places, and history	SE/PG: Reformation, 737–757; Rise of Monarchy, 824–851; Nationalism in Europe, 892–897; Imperialism and Nationalism, 906–913; World War I, 926–931; Revolution and Depression, 932–939; World War II, 940–947; The Cold War, 954–961; New Nations, 962–969; Continuing Conflicts, 976–983
SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	SE/PG: Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–25

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SS 8.1.1.f Describe the history of political parties in the United States	SE/PG: Political Party, 27, 1040
SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	SE/PG: Opportunities to address this objective may be found on the following pages: Citizenship and Economics, 18–39; New Nations, 962–969; Continuing Conflicts, 976–983; Cooperation and Trade, 984–989; People and Resources, 990–997
SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	SE/PG: Opportunities to address this objective may be found on the following pages: Foundations of Government, 20–21; Political Systems, 22–23; Political Structures, 24–255; Citizenship, 26–27
SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.	
SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	SE/PG: Opportunities to address this objective may be found on the following pages: Political Structures, 24–25; Citizenship, 26–27
SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)	SE/PG: Opportunities to address this objective may be found on the following pages: Political Structures, 24–25; Citizenship, 26–27
SS 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	SE/PG: Citizenship, 26–27; also see: 21 st Century Learning: Make a Difference, 192–193; Solve Problems, 788–789; Be a Media Watchdog, 1002–1003

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<p align="center">Nebraska Social Studies Standards</p>	<p align="center">Savvas myWorld History Survey Edition, ©2012</p>
<p>SS 8.1.2.d Evaluate how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States</p>	<p>SE/PG: Beginning of Civilization, 78–101; The Fertile Crescent, 106–139; Ancient Egypt and Nubia, 140–165; Judaism and the Jewish People, 166–191; Civilizations of Early India, 196–229; India’s Empires, 230–249; Ancient China, 250–269; The Chinese Empire, 270–291; The Ancient Greeks, 296–323; Ancient Greek Civilization, 324–355; The Roman Republic, 360–385; The Roman Empire and Christianity, 386–423; The Byzantine Empire, 428–445; Islamic Civilization, 446–479; Early African Civilizations, 484–511; China in the Middle Ages, 512–543; Japan Before Modern Times, 544–573; Mesoamerican Civilizations, 578–597; Early North and South America, 598–619; A New Civilization in Europe, 624–647; Conflicts and Crusades, 648–677; A Changing Medieval World, 678–703; The Renaissance, 708–735; The Reformation, 736–757; The Age of Exploration, 758–787; European Colonization, 792–823; The Rise of the Monarchy, 824–851; An Age of Revolutions, 852–883; Nations, Industry, and Empires, 888–921; Wars and Hardship, 922–949; The Changing Postwar World, 950–971; Today’s World, 972–1001</p>

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SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments (e.g., Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrackers, Booker T. Washington)	SE/PG: The text is full of individuals and groups who have made a difference on governments. For examples see: Seneca Falls Convention, 919; Charlemagne, 622, 625–627, 631–633, 640, 652; Magna Carta, 662–663; Crusades, 702–703; Elizabeth I, queen of England, 731, 753, 791, 844–845; George Washington, 814, 815, 852, 870, 871; Jefferson, Thomas, 790, 853–855, 870, 882, 883; John Locke, 864, 865, 870, 882; Enlightenment, 882–883; Marx, Karl, 904–905; Stalin, Joseph, 937–938, 941, 942, 946–947, 946, 954, 955; Roosevelt, Franklin D., 6, 937; also see: Be a Media Watchdog, 1002–1003; also see: Essential Question: What is power and who should have it, 296, 305, 311, 317, 321, 323, 624, 633, 639, 645, 647, 852, 861, 867, 873, 879, 881, 950, 961, 969, 971
Economics	
SS 8.2.1 Students will explain the interdependence of producers and consumers in a market economy.	
SS 8.2.1.a Understand the relationship between consumers and producers in a market economy (e.g., circular flow)	SE/PG: Making Goods and Services, 29
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	SE/PG: Making Goods and Services, 29
SS 8.2.1.c Describe the development and effects of technology in economic history (e.g., increased productivity, increased standard of living, increased employment)	SE/PG: Industrial Revolution, 898–905, 914–919; The Impact of Industry and Technology, 1000–1001
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	SE/PG: Opportunities to address this objective may be found on the following pages: Profit, 30; Industrial Revolution, 898–905, 914–919
SS 8.2.2 Students will describe the relationship between supply and demand.	
SS 8.2.2.a Explain how the relationship between supply and demand determines price (market clearing price)	SE/PG: Supply, 29, 780, 1045; Demand, 29, 780, 1028

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SS 8.2.2.b Illustrate how consumers will demand more at lower prices and suppliers will produce more at higher prices (law of supply and demand) (e.g., Adam Smith, Invisible Hand)	SE/PG: Price Revolution, 780–782; Profit, 30; also see: Supply, 29, 780, 1045; Demand, 29, 780, 1028
SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.	
SS 8.2.3.a Describe the purpose and role of economic institutions (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	SE/PG: For related material see: Economic Basics, 28–29; Economic Process, 30–31; Economic Systems, 32–33; Trade, 34–35; World Bank, 988
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	SE/PG: Inflation, 31, 415, 780–782, 831, 987; also see: Price Revolution, 780–782
SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.	
SS 8.2.4.a Define and distinguish private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).	SE/PG: For related material see: Economic Basics, 28–29; Public Works, 94, 96,
SS 8.2.5 Students will identify the basic economic systems in the global economy.	
SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	SE/PG: Economic Systems, 32–33; Socialism, 904, 1044; Capitalism, 32, 780–783, 903, 1025; Traditional Economies, 783, 1046; Command Economies, 954, 1026; Mixed Economies, 1037; Market Economy, 783, 1036
SS. 8.2.5.b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	SE/PG: Socialism, 904, 1044; Capitalism, 32, 780–783, 903, 1025
SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.	
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	SE/PG: For related material see: Public Works, 94, 96

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SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	SE/PG: Opportunities to address this objective may be found on the following pages: Political Systems, 22–23; Economic Systems, 32–33
SS 8.2.11 Students will explain how tax revenues are collected and distributed.	
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	SE/PG: For related material see: Taxes and Taxation, 146, 147, 236, 607; Tariff, 35
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	SE/PG: Opportunities to address this objective may be found on the following pages: Political Systems, 22–23; Economic Systems, 32–33
SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.	
SS 8.2.12.a Differentiate between exports and imports	SE/PG: Imports, 35, 35p, 133, 987, 1033; Exports, 35, 35p, 133, 1030
SS 8.2.12.b Explain how individuals gain through specialization and voluntary trade	SE/PG: Trade, 34–35; Specialization, 30, 88–89, 1044; Job Specialization, 94, 95; Labor Specialization, 491, 1035
SS 8.2.13 Students will identify how international trade affects the domestic economy.	
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	SE/PG: For related material see: Trade, 34–35; see also: Currency, 129, 261, 275, 310–311, 331, 364, 394–395, 415, 522; Money, 394–395, 415, 535, 536, 987
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	SE/PG: For related material see: Trade, 34–35

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Geography (United States/World)	
SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	SE/PG: Understanding Maps, 12–13; Historical Maps, 14–15; Maps, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967; Charts, Graphs, and Diagrams, 29, 30, 39, 47, 49, 51, 60, 66, 83, 88, 93, 94, 111, 128, 130, 136, 149, 155, 174, 179, 186, 186, 209, 217, 223, 224, 226, 228, 236, 246, 247, 255, 256, 260, 280, 316, 317, 321, 339, 341, 349, 368, 375, 395, 397, 412, 412, 437, 439, 458, 458, 459, 495, 496, 523, 527, 539, 555, 557, 587, 588, 588, 592, 596, 615, 642, 645, 655, 656, 661, 663, 692, 698, 732, 733, 745, 747, 757, 773, 777, 779, 785, 798, 803, 811, 813, 822, 833, 873, 875, 881, 902, 903, 916, 918, 919, 936, 942, 955, 957, 993, 996, 997; Timelines, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 579, 599, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759, 793, 825, 853, 889, 923, 951, 973

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SS 8.3.1.b Use and interpret the results of mapping technologies, parts of a map and map projections (e.g., cartography/ Geographic Information Systems)	SE/PG: Understanding Maps, 12–13; Historical Maps, 14–15; Maps, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967
SS 8.3.1.c Compare world views using mental maps (e.g., students sketch a map to demonstrate their personal perception of the world and compare it to previous personal maps)	SE/PG: 21 st Century Learning: Mapmaking, 139, 165; also see: Understanding Maps, 12–13; Historical Maps, 14–15
SS 8.3.2 Students will examine how regions form and change over time.	
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	SE/PG: Maps: Place, 145, 201, 204, 207, 226, 259, 279, 310, 319, 330, 332, 381, 403, 406, 433, 489, 501, 520, 549, 583, 629, 653, 667, 713, 751, 766, 805, 812, 829, 895, 896, 927, 934, 941, 964, 967; Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696, 812, 842, 931, 934, 959, 964, 967
SS 8.3.2.b Analyze impact of land and water features on human decisions (e.g., location of settlements and transportation systems with respect to the location of river valleys, mountains, deserts, plains, oceans)	SE/PG: For related material see: Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; Protecting the Environment, 994–995; Urbanization, 309, 520, 996, 1047; Desertification, 994–995; Maps: Location, 133, 145, 201, 236, 243, 259, 301, 319, 336, 381, 489, 584, 609, 636, 685, 835, 842, 870, 878, 893, 895, 896, 908, 927, 959

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SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	SE/PG: Modifying the Environment, 83; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684, 813, 898, 901, 901, 917; Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; Protecting the Environment, 994–995; Urbanization, 309, 520, 996, 1047; Desertification, 994–995
SS 8.3.2.d Analyze how humans group label environments and how those groupings/labels impact human societies (e.g., Dixie, Midwest, Ring of Fire)	SE/PG: Maps: Place, 145, 201, 204, 207, 226, 259, 279, 310, 319, 330, 332, 381, 403, 406, 433, 489, 501, 520, 549, 583, 629, 653, 667, 713, 751, 766, 805, 812, 829, 895, 896, 927, 934, 941, 964, 967; Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696, 812, 842, 931, 934, 959, 964, 967
SS 8.3.2.e Identify the location of major world regions (e.g., Arctic, Caribbean, Central America, Balkans, Horn of Africa, East Asia, South Asia), countries, and cities	SE/PG: Maps: Region, 112, 126, 148, 183, 255, 391, 403, 452, 469, 489, 492, 501, 518, 525, 528, 532, 549, 584, 629, 674, 696, 812, 842, 931, 934, 959, 964, 967
SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment	
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	SE/PG: For related material see: Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; Trade and Trade Routes, 469; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; The Geography of Europe, 628

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SS 8.3.3.b Analyze the impact of natural events on biomes, climates and wind and water systems (e.g., rivers/floods/precipitation/drought)	SE/PG: Geography of Mesopotamia, 111; Geography of Ancient Egypt, 144–145; The Indian Subcontinent, 200–201; Geography of China, 254–255; Geography of the Greek World, 300–301; The Geography of Italy, 364; Location of Constantinople, 432; Trade and Trade Routes, 469; The African Landscape, 488–490; Geography of Japan, 548–549; Geography of Mesoamerica, 583; Mexico: Building a City, 590–591; Geography Shapes Life, 602–603; The Eastern Woodlands, 610; The Great Plains, 611; The North and Northwest, 612; The West and Southwest, 613; The Geography of Europe, 628
SS 8.3.3.c Use physical processes to explain patterns in the physical environment (e.g., volcanoes creating islands, faulting changing mountains, glaciation creating the Great Lakes)	SE/PG: For related material see: Geography’s Five Themes, 10–11; Climate: Africa, 488, 489; Europe, 629; Indian Subcontinent, 201; Japan, 548; Mediterranean, 301; Mesoamerica, 583; Stone Age, 70; Ice Age, 70, 71, 74, 75, 82–83; Flooding, 145; Earthquakes, 549, 807; Monsoons, 201
SS 8.3.4 Students will analyze and interpret patterns of culture around the world.	
SS 8.3.4.a Compare and contrast characteristics of groups of people/settlements (e.g., population density, distribution and growth, migration patterns, diffusion of people, places, and ideas, westward expansion of immigrants, Homestead Act)	SE/PG: People and Resources, 990–997; Population, 68, 2186, 187, 18, 226, 227, 451, 458, 459, 520, 521, 674, 683, 781, 803, 804, 805–806, 996, 1041; Maps: Movement, 133, 159, 171, 183, 204, 207, 218, 226, 236, 243, 310, 433, 492, 496, 518, 520, 525, 528, 583 603, 630, 641, 659, 764, 817, 941; Migration, 309–310, 582, 909, 917, 996, 997, 1037
SS 8.3.4.b Analyze purpose of population centers, (e.g., function of cities as providers of goods and services, economic activities and interdependence, trade and transportation)	SE/PG: Urbanization, 309, 520, 996, 1047; New Kinds of Shelters, 86; Cities, 90, 468–469, 506, 517, 520, 530, 531, 541, 799, 810, 811, 983, 984

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SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems, popular culture, spread of fast food chains, language-spread of English, technology-adoption of agricultural advancements, railroads, people as carriers and physical and cultural barriers, expansion and relocation, hierarchical-expansion diffusion of fashion from Paris and London to Nebraska communities)	SE/PG: What Is Culture? 42–43; Religion, 44–45; Cultural Diffusion and Change, 46–47, 136, 1028; Chapter Assessment, 76, 98, 138, 164, 188, 228, 248, 268, 288, 322, 352, 384, 420, 444, 476, 510, 542, 570, 596, 616, 646, 676, 700, 734, 756, 784, 822, 850, 880, 920, 948, 970, 998
SS 8.3.5 Students will analyze how humans have adapted to different physical environments.	
S 8.3.5.a Describe the impact of extreme natural events on the human and physical environment globally (e.g., earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides)	SE/PG: Ice Age, 70, 71, 74, 75, 82–83; Flooding, 145; Earthquakes, 549, 807; Monsoons, 201
SS 8.3.5.b Identify and evaluate how humans utilize the physical environment (e.g., irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use)	SE/PG: Human-Environment Interaction, 11; Modifying the Environment, 83; Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684, 813, 898, 901, 901, 917; Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; Protecting the Environment, 994–995; Urbanization, 309, 520, 996, 1047; Desertification, 994–995; Great Wall, 275, 512, 524, 533; Railroads, 901, 915; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86; Map Skills: Interaction, 112, 126, 145, 159, 171, 218, 255, 310, 330, 332, 336, 391, 406, 452, 469, 496, 501, 532, 630, 636, 674, 696, 713, 805, 817

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SS 8.3.5.c Analyze issues related to the physical environment globally (e.g., water supply, air quality in cities, solid waste disposal, availability of arable land)	SE/PG: Farming, 48–49, 75, 82–84, 85–86, 88–89, 102–103, 111–112, 133, 146, 149, 160, 163, 202, 256, 285, 308, 394, 506, 520–521, 536, 550, 585, 591, 594, 602, 609, 610, 611, 615, 682–684, 813, 898, 901, 901, 917; Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; Protecting the Environment, 994–995; Urbanization, 309, 520, 996, 1047; Desertification, 994–995; Great Wall, 275, 512, 524, 533; Railroads, 901, 915; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86; Map Skills: Interaction, 112, 126, 145, 159, 171, 218, 255, 310, 330, 332, 336, 391, 406, 452, 469, 496, 501, 532, 630, 636, 674, 696, 713, 805, 817
SS 8.3.5.d Examine world patterns of resource distribution and utilization (e.g., major source regions for coal, iron ore, oil, natural gas, and the major industrial regions in which they are utilized)	SE/PG: Opportunities to address this objective may be found on the following pages: Oil Resources, 914, 916, 968, 980, 993, 994; Industry and Technology, 1000–1001
SS 8.3.5.e Identify and evaluate human adaptations to the environment from the local to the international levels (e.g., clothing, sewage systems, transportation systems, natural disasters, scarcity of resources)	SE/PG: Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; Protecting the Environment, 994–995; Urbanization, 309, 520, 996, 1047; Desertification, 994–995; Great Wall, 275, 512, 524, 533; Railroads, 901, 915; Roads, 96, 129, 261, 275, 279, 280–281, 392, 393, 395; New Kinds of Shelters, 86; Natural Resources, 490, 803c, 993, 994–995, 1038
SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.	
SS 8.3.6.a Analyze the physical or human geographic factors explaining the spatial pattern of world events. (e.g., water scarcity and conflict in the Middle East, contrasting demographic trends in developed and developing countries)	SE/PG: Water Resources, 993; Conflicts and Crusades, 648–651, 652–657, 658–663, 664–671, 672–675, 676–677; New Nations, 962–969; Continuing Conflicts, 976–983; People and Resources, 990–997; Population, 68, 2186, 187, 18, 226, 227, 451, 458, 459, 520, 521, 674, 683, 781, 803, 804, 805–806, 996, 1041

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SS 8.3.6.b Describe and analyze the role of geographic factors in determining the spatial arrangement of humans and their activity (e.g., geographic concentration of manufacturing, banking, or high tech industries; urbanization; availability of arable land, water and suitable climate for farming; access to resources for development, surveying, mapping, public land survey system, drawing of state and county boundaries)	SE/PG: Urbanization, 309, 520, 996, 1047; Desertification, 994–995; Great Wall, 275, 512, 524, 533; Irrigation, 49, 112, 192–193, 521, 536; Pollution, 989, 1000; City–states, 304–305, 312–317; Cities, 90, 468–469, 506, 517, 520, 530, 531, 541, 799, 810, 811, 983, 984
History World: Beginnings to 1000 CE)	
SS 8.4.1 (WLD) Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.	
SS 8.4.1.a (WLD) Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000-300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)	SE/PG: Measuring Time, 4–5; Timelines, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 579, 599, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759, 793, 825, 853, 889, 923, 951, 973; Sequence, 50, 444, 476, 510, 646, 755, 880
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)	SE/PG: Timelines, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 579, 599, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759, 793, 825, 853, 889, 923, 951, 973; Sequence, 50, 444, 476, 510, 646, 755, 880
SS 8.4.1.c (WLD) Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future	SE/PG: Sequence, 50, 444, 476, 510, 646, 755, 880; Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 595, 596, 612, 618, 687, 693, 699, 700, 733, 734, 755, 783, 784, 821, 822, 849, 861, 880, 897, 905, 913, 919, 920, 931, 970, 983, 998, 1001; Timelines, 55, 79, 83, 107, 141, 167, 197, 231, 234–235, 251, 271, 297, 325, 361, 387, 416–417, 429, 447, 485, 513, 545, 579, 599, 625, 649, 667, 669, 669, 679, 709, 718–719, 737, 744, 759, 793, 825, 853, 889, 923, 951, 973

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SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.	
SS 8.4.2.a (WLD) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam; Expanding Zones of Exchange and Encounter: Silk Road (World Studies might also include: Ancient Civilizations of the Americas, Europe, Asia, and Africa)	SE/PG: Beginning of Civilization, 78–101; The Fertile Crescent, 106–139; Ancient Egypt and Nubia, 140–165; Judaism and the Jewish People, 166–191; Civilizations of Early India, 196–229; India’s Empires, 230–249; Ancient China, 250–269; The Chinese Empire, 270–291; The Ancient Greeks, 296–323; Ancient Greek Civilization, 324–355; The Roman Republic, 360–385; The Roman Empire and Christianity, 386–423; The Byzantine Empire, 428–445; Islamic Civilization, 446–479; Early African Civilizations, 484–511; China in the Middle Ages, 512–543; Japan Before Modern Times, 544–573; Mesoamerican Civilizations, 578–597; Early North and South America, 598–619; A New Civilization in Europe, 624–647; Conflicts and Crusades, 648–677; A Changing Medieval World, 678–703; The Renaissance, 708–735; The Reformation, 736–757; The Age of Exploration, 758–787; European Colonization, 792–823; The Rise of the Monarchy, 824–851; An Age of Revolutions, 852–883; Nations, Industry, and Empires, 888–921; Wars and Hardship, 922–949; The Changing Postwar World, 950–971; Today’s World, 972–1001

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SS 8.4.2.b (WLD) Analyze how global civilizations have changed over the course of time, using maps, documents, and other artifacts	SE/PG: Maps, 10, 11, 12, 13, 14, 15, 38, 42, 44, 50, 62, 69, 85, 92, 98, 112, 183, 185, 188, 201, 204, 207, 218, 226, 236, 243, 248, 255, 259, 279, 301, 310, 319, 330, 332, 336, 365, 381, 391, 403, 406, 418, 433, 438, 451, 452, 461, 469, 489, 492, 496, 501, 510, 518, 520, 525, 528, 532, 543, 549, 570, 583, 584, 591, 603, 609, 629, 630, 632, 636, 641, 653, 659, 667, 674, 685, 696, 713, 714, 734, 751, 764, 766, 771, 777, 805, 812, 814, 817, 818, 829, 835, 841, 842, 847, 870, 878, 893, 895, 896, 908, 927, 931, 934, 936, 941, 945, 946, 947, 958, 964, 967, 977; Primary Sources (Analyze the Documents), 100–101, 190–191, 290–291, 354–355, 422–423, 478–479, 572–573, 618–619, 702–703, 786–787, 882–883, 1000–1001; Closer Look, 61, 73, 87, 115, 122, 134, 136, 154, 172, 185, 203, 225, 240, 256, 264, 284, 304, 316, 350, 368, 392, 399, 418, 441, 457, 498, 508, 522, 536, 558, 564, 588, 604, 614, 632, 644, 656, 661, 697, 725, 730, 742, 754, 765, 767, 818, 837, 864, 872, 899, 915, 928, 936, 956, 982

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<p>SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources</p>	<p>SE/PG: Historical Sources, 6–7; Primary Sources (Analyze the Documents), 100–101, 190–191, 290–291, 354–355, 422–423, 478–479, 572–573, 618–619, 702–703, 786–787, 882–883, 1000–1001; Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999</p> <p>PG only: Primary Source Lesson Plan and TE Primary Sources: Core Concepts, 4, 22, 47; Unit 1: Origins, T44, 63; Unit 2: The Ancient Near East, T88, 108, 126, 136, 175, 187, 192; Unit 3: Ancient India and China, T98, 205, 210, 211, 215, 218, 232, 237, 290; Unit 4: Ancient Greece, T62, 299, 302, 314, 320, 333, 337, 347, 356; Unit 5: Ancient Rome, T68, 363, 411, 422; Unit 6: The Byzantine Empire and Islamic Civilization, T56, 439, 464, 466, 475; Unit 7: African and Asian Civilizations, T86, 496, 498, 515, 527, 546, 559, 569, 575; Unit 8: Civilizations of the Americas, T38, 595, 610, 613; Unit 9: Europe in the Middle Ages, T80, 627, 631, 643, 654, 662, 668, 674, 681, 699, 702; Unit 10: The Rise of Europe, T80, 732, 742, 764, 779, 786, 788; Unit 11: The Early Modern World, T92, 795, 810, 835, 841, 847, 865, 870, 872; Unit 12: The Modern World, T92, 890, 911, 913, 924, 937, 938, 946, 947, 957, 974, 979, 982, 995, 1002. In addition, the <i>Teacher’s Guide on the Side</i> lists learning strategies and questions on nearly every page of each of the unit books.</p>

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SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.	
SS 8.4.3.a (WLD) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of world history (e.g., Chinese Foot Binding, Three Gorges Dam, Caste System, Alexander the Great, Latin American Revolutions, Division of Pakistan, Blood Diamonds)	SE/PG: Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921; also see: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999
SS 8.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Confucius Analects, Code of Hammurabi, slavery, Mandate of Heaven, Conference of Berlin, images and videos - Terracotta Soldiers, Untouchables, foot binding)	SE/PG: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999; Writing Task: Comparing Documents, 323, 479, 619, 677, 701, 921
SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.	
SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration	SE/PG: Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617; Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619; Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607
SS 8.4.4.b (WLD) Evaluate alternative courses of action in world history (e.g., <i>How were ideas and products diffused to other regions?</i>)	SE/PG: Compare Viewpoints, 241, 288, 291, 321, 333, 379, 607, 749, 775, 822, 867, 883, 905, 969, 970, 989, 997; Document–Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999

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SS 8.4.4.c (WLD) Analyze how decisions affected events across the globe (e.g., migrations, declarations of war, treaties, alliances)	SE/PG: Closer Look, 122, 134, 136, 154, 172, 185, 225, 284, 304, 316, 368, 418, 457, 498, 522, 558, 588, 604, 632, 656, 661, 697, 725, 730, 742, 754, 765, 864, 872, 915, 936, 956, 982; also see: North American Free Trade Agreement, 987; NATO, 955; Treaty of Paris (1762), 815; Treaty of Tordesillas (1494), 802, 803, 1047; Treaty of Verdun, 633; Treaty of Versailles, 930; Migration, 309–310, 582, 909, 917, 996, 997, 1037
SS 8.4.4.d (WLD) Identify and analyze multiple causes and effects upon key events in world history (e.g. Fall of Roman Empire, Fall of Mayan Civilization, Unification of China, Boxer Rebellion)	SE/PG: Cause and Effect, 16, 38, 98, 101, 131, 164, 185, 219, 247, 248, 268, 277, 287, 288, 322, 384, 395, 407, 419, 420, 444, 475, 476, 523, 553, 561, 595, 596, 612, 618, 687, 693, 699, 700, 733, 734, 755, 783, 784, 821, 822, 849, 861, 880, 897, 905, 913, 919, 920, 931, 970, 983, 998, 1001
SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)	SE/PG: Solve a Water Shortage, 192–193; Plan a Cultural Website, 292–293; Children’s Book, 480–481; Connect Past and Current Events, 884–885; 21 st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999
SS 8.4.5 Students will develop historical research skills.	
SS 8.4.5.a (WLD) Develop questions about world history	SE/PG: Critical Thinking: Ask Questions, 76, 384; also see: Chapter Assessment: Key Terms, 76, 98, 138, 164, 188, 228, 248, 268, 288, 322, 352, 384, 420, 444, 476, 510, 542, 570, 596, 616, 646, 676, 700, 734, 756, 784, 822, 850, 880, 920, 948, 970, 998; Essential Question & 21 st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999

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SS 8.4.5.b (WLD) Obtain, analyze and cite appropriate sources for research about Early World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	<p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789, 823, 851, 881, 884–885, 921, 949, 971, 999, 1002–1003</p> <p>PG only: myworldhistory.com Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58; Unit 11: The Early Modern World, T4, T34, T64; Unit 12: The Modern World, T4, T34, T58, T76; myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59; Unit 11: The Early Modern World, T5, T35, T65; Unit 12: The Modern World, T5, T35, T59, T77</p>

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SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)	<p>SE/PG: Twenty-first Century Learning, 99, 102–103, 139, 165, 189, 192–193, 229, 249, 269, 289, 292–293, 323, 353, 356–357, 385, 421, 424–425, 445, 477, 480–481, 511, 543, 571, 574–575, 597, 617, 620–621, 647, 677, 701, 704–705, 735, 757, 785, 788–789, 823, 851, 881, 884–885, 921, 949, 971, 999, 1002–1003; also see: Primary Sources (Analyze the Documents), 101, 191, 291, 355, 423, 479, 573, 619, 703, 787, 883, 1001; Document-Based Questions, 77, 99, 139, 165, 189, 229, 249, 269, 289, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999</p> <p>PG only: myworldhistory.com: Core Concepts, T3, T17, T37; Unit 1: Origins, T4, T28; Unit 2: The Ancient Near East, T4, T34, T66; Unit 3: Ancient India and China, T4, T34, T52, T76; Unit 4: Ancient Greece, T4, T34; Unit 5: Ancient Rome, T4, T34; Unit 6: The Byzantine Empire and Islamic Civilization, T4, T28; Unit 7: African and Asian Civilizations, T4, T34, T64; Unit 8: Civilizations of the Americas, T4, T24; Unit 9: Europe in the Middle Ages, T4, T28, T58; Unit 10: The Rise of Europe, T4, T34, T58; Unit 11: The Early Modern World, T4, T34, T64; Unit 12: The Modern World, T4, T34, T58, T76</p> <p>myWorld Chapter Activity: Unit 1: Origins, T5, T29; Unit 2: The Ancient Near East, T5, T35, T67; Unit 3: Ancient India and China, T5, T35, T53, T77; Unit 4: Ancient Greece, T5, T35; Unit 5: Ancient Rome, T5, T35; Unit 6: The Byzantine Empire and Islamic Civilization, T5, T28; Unit 7: African and Asian Civilizations, T5, T35, T65; Unit 8: Civilizations of the Americas, T5, T25; Unit 9: Europe in the Middle Ages, T5, T29, T59; Unit 10: The Rise of Europe, T5, T35, T59; Unit 11: The Early Modern World, T5, T35, T65; Unit 12: The Modern World, T5, T35, T59, T77</p>

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<p>SS 8.4.5.d (WLD) Present an analysis of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentation)</p>	<p>SE/PG: Document-Based Assessment Writing Task & 21st Century Learning, 77, 99, 139, 165, 189, 229, 249, 269, 289, 323, 353, 385, 421, 445, 477, 511, 543, 571, 597, 617, 647, 677, 701, 735, 757, 785, 823, 851, 881, 921, 949, 971, 999; Student Journal (Essential Question), 117, 123, 131, 137, 151, 157, 163, 175, 181, 187, 205, 211, 219, 227, 241, 247, 257, 261, 267, 277, 281, 287, 305, 311, 317, 321, 333, 337, 343, 351, 369, 375, 379, 383, 395, 401, 407, 413, 419, 435, 439, 443, 453, 459, 467, 475, 493, 499, 503, 509, 523, 529, 533, 541, 553, 561, 569, 589, 595, 607, 615, 633, 639, 645, 657, 663, 671, 675, 687, 693, 699, 715, 721, 727, 733, 745, 749, 755, 769, 775, 783, 801, 807, 815, 821, 831, 837, 843, 849, 861, 867, 873, 879, 897, 905, 913, 919, 931, 939, 947, 961, 969, 983, 989, 997</p>