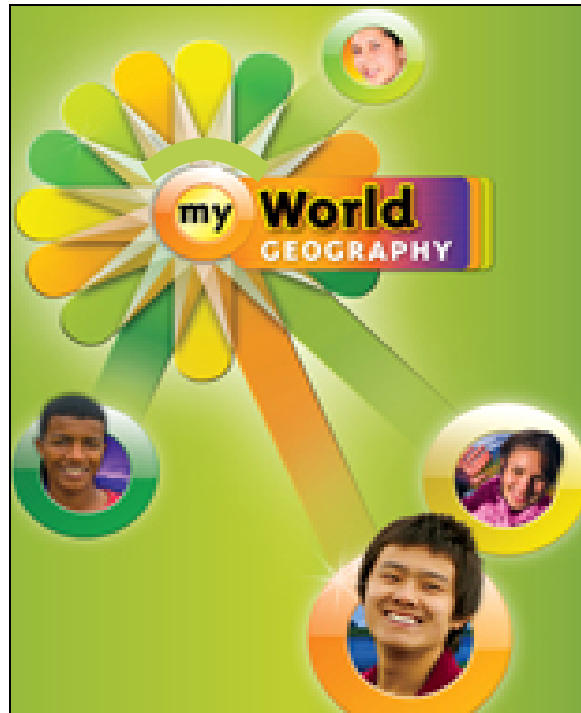


A Correlation of

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To the

**Nebraska**  
**Social Studies Standards**  
**Grades 6-8**

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**Introduction**

This document demonstrates how **myWorld Geography, Survey Edition, ©2011**, meets the 2012 Nebraska Social Studies Standards for Grades 6-8. Correlation page references are to the Student Edition and Teacher 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 Geography** engages 21<sup>st</sup> century learners by integrating [myWorldGeography.com](http://myWorldGeography.com) and the Student Edition with the goal of expanding their understanding of the world and its people.
- **Connect** with *myStory*: Watch your students connect to the stories of real teens – from around the world – in this one-of-a-kind video series.
- **Experience** Virtual Travel: Students travel across regions and through time completing game-based assignments tied to Essential Questions.
- **Understand** World Geography: Informal and formal assessments, both in print and online, ensure that your students grasp the important concepts.

***myWorld Geography Survey Edition* Units**

- Unit 1: United States and Canada
- Unit 2: Middle America
- Unit 3: South America
- Unit 4: Europe and Russia
- Unit 5: Africa
- Unit 6: Southwest Asia
- Unit 7: South and Central Asia
- Unit 8: East and Southeast Asia
- Unit 9: Australia and the Pacific

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Nebraska Social Studies Standards	Savvas myWorld Geography Survey Edition, ©2011
<b>Civics</b>	
<b>SS 8.1.1 Students will summarize the foundation, structure, and function of the United States government.</b>	
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)	<b>SE/PG:</b> Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109; also see: Government Systems: Afghanistan, 730; Albania, 459; Algeria, 574; Ancient Egypt, 565; Ancient Greece, 341–343, 347; Arabia and Iraq, 604; Australia, 848; Austria, 433; Bangladesh, 730; Belgium, 431; Bhutan, 730; Brazil, 318–319, 325; Brunei, 816; Bulgaria, 459; Cambodia, 816; Canada, 176, 177, 178–179; Caucasus, 700–701; China, 105, 753, 758–759, 760, 761; Colombia, 273; Cuba, 107; Czech Republic, 456; East Timor, 816; Egypt, 569, 574; England, 364, 365, 390; Estonia, 454, 455; Ethiopia, 541; France, 387, 391, 430; French Guiana, 273; Georgia, 700–701; Germany, 107, 391; Greece, 434; Guyana, 273; Hungary, 457; India, 730; Indonesia, 816; Iran, 662–663; Israel, 634–635; Italy, 391; Japan, 786–787; Jordan, 635; Kazakhstan, 700; Laos, 816; Latvia, 454, 455; Lebanon, 635; Libya, 574; Lithuania, 454, 455; Malaysia, 816; Mexico, 212–213; Mongolia, 758–759; Morocco, 574, 575; Myanmar, 816; Nepal, 730; New Zealand, 848; North Africa, 574–575; North Korea, 107; Pakistan, 730; Russia, 479–483; Saudi Arabia, 107, 604; Singapore, 816; South Africa, 547, 548; South Korea, 788–789; Sudan, 547; Suriname, 273; Switzerland, 433; Syria, 635; Taiwan, 761; Turkey, 666–667; United Kingdom, 107, 422–423; United States, 105, 106, 108, 148–149; Venezuela, 273, 274; Vietnam, 813, 816; Zimbabwe, 547

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<b>Nebraska Social Studies Standards</b>	<b>Savvas myWorld Geography Survey Edition, ©2011</b>
SS 8.1.1.b Describe the structure and roles of government	<b>SE/PG:</b> Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109
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)	<b>SE/PG:</b> Hammurabi's Code, 104; Magna Carta, 364, 365, 390, 422, 898; Declaration of Independence, 148, 390; U.S. Constitution, 109, 148–149; Bill of Rights, 112;
SS 8.1.1.d Explain how various government decisions impact people, places, and history	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Declaration of Independence, 148, 390; U.S. Constitution, 112, 148–149; Civil Rights Movement, 151; History of Mexico, 206–211; Early Middle Ages, 354–359; Wars and Hardships, 394–399; History of Russia, 476–483; History of Israel and Its Neighbors, 626–633; Berlin Wall, 402, 405
SS 8.1.1.e Describe important government principals (e.g., freedom, democracy, equality, rule of law, popular sovereignty, justice)	<b>SE/PG:</b> Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109; Conflict and Cooperation, 110–111; Citizenship, 112–113
SS 8.1.1.f Describe the history of political parties in the United States	<b>SE/PG:</b> For related material see: Citizenship, 112–113; Political Parties (Mexico), 213 <b>PG:</b> Core Concepts Handbook: Citizenship, T98

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SS 8.1.1.g Compare civic life in the United States with other countries (e.g. England, China, Nigeria, India, Honduras)	<b>SE/PG:</b> Government Systems: Afghanistan, 730; Albania, 459; Algeria, 574; Ancient Egypt, 565; Ancient Greece, 341–343, 347; Arabia and Iraq, 604; Australia, 848; Austria, 433; Bangladesh, 730; Belgium, 431; Bhutan, 730; Brazil, 318–319, 325; Brunei, 816; Bulgaria, 459; Cambodia, 816; Canada, 176, 177, 178–179; Caucasus, 700–701; China, 105, 753, 758–759, 760, 761; Colombia, 273; Cuba, 107; Czech Republic, 456; East Timor, 816; Egypt, 569, 574; England, 364, 365, 390; Estonia, 454, 455; Ethiopia, 541; France, 387, 391, 430; French Guiana, 273; Georgia, 700–701; Germany, 107, 391; Greece, 434; Guyana, 273; Hungary, 457; India, 730; Indonesia, 816; Iran, 662–663; Israel, 634–635; Italy, 391; Japan, 786–787; Jordan, 635; Kazakhstan, 700; Laos, 816; Latvia, 454, 455; Lebanon, 635; Libya, 574; Lithuania, 454, 455; Malaysia, 816; Mexico, 212–213; Mongolia, 758–759; Morocco, 574, 575; Myanmar, 816; Nepal, 730; New Zealand, 848; North Africa, 574–575; North Korea, 107; Pakistan, 730; Russia, 479–483; Saudi Arabia, 107, 604; Singapore, 816; South Africa, 547, 548; South Korea, 788–789; Sudan, 547; Suriname, 273; Switzerland, 433; Syria, 635; Taiwan, 761; Turkey, 666–667; United Kingdom, 107, 422–423; United States, 105, 106, 108, 148–149; Venezuela, 273, 274; Vietnam, 816; Zimbabwe, 547
SS 8.1.1.h Explain the ways in which governments meet the needs of citizens, manage conflict, and establish order and security	<b>SE/PG:</b> Foundations of Government, 104–105; Political Systems, 106–107; Political Structures, 108–109; Conflict and Cooperation, 110–111; Citizenship, 112–113

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<b>SS 8.1.2 Students will describe the roles, responsibilities, and rights as local, state, national, and international citizens and participate in civic service.</b>	
SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)	<b>SE/PG:</b> Citizenship, 112–113; also see: Serving Her Country, 103; Make a Difference, 672–673; Solve Problems, 246–247, 671; Work in Teams, 101, 186–187; Politics in Venezuela, 274
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)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Rule Serving Her Country, 103; Image of U.S. Flag, 105, 155; Queen of England, 106; Statue of Ki Il-Sung, 107; U.S. Capitol, 108; Naturalization Ceremony, 112; Civic Participation, 113; also see: Closer Look: Struggle for Power, 208–209; Politics in Venezuela, 274
SS 8.1.2c Demonstrate civic engagement (e.g., service learning projects, volunteerism)	<b>SE/PG:</b> Citizenship, 112–113; also see: Serving Her Country, 103; Make a Difference, 672–673; Solve Problems, 246–247, 671; Work in Teams, 101, 186–187
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	<b>SE/PG:</b> History of the United States, 146–151; The United States Today, 152–157; World War I and, 395; World War II and, 398–399; Korean War, 786; United Nations (UN), 111, 150, 181, 433
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, Muckrakers, Booker T. Washington)	<b>SE/PG:</b> Citizenship, 112–113; 21 <sup>st</sup> Century Learning: Search for Information on the Internet, 328–329, Analyze Media Content, 83, 115, 221, 277, 492–493, 551, 643; Evaluate Web Sites, 15, 463, 734–735, 769; Make a Difference, 672–673; Solve Problems, 246–247, 671; Work in Teams, 101, 186–187

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<b>Nebraska Social Studies Standards</b>	<b>Savvas myWorld Geography Survey Edition, ©2011</b>
<b>Economics</b>	
<b>SS 8.2.1</b> 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)	<b>SE/PG:</b> Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63
SS 8.2.1.b Illustrate how individuals are both consumers and producers (buyers and sellers) in a market economy	<b>SE/PG:</b> Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63
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)	<b>SE/PG:</b> Economic Development, 64–65; Trade, 66–67; Science and Technology, 98–99; Transportation Systems, 77, 97, 98–99, 392, 421, 472, 689; Industrial Revolution, 392–393; Research the Three Gorges Dam, 769
SS 8.2.1.d Identify the role of entrepreneurs and profit in a market economy	<b>SE/PG:</b> Entrepreneurs, 57, 58, 62, 392, 423, 454, 608, 609, 893 <b>PG:</b> Entrepreneurs, T53
<b>SS 8.2.2</b> 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)	<b>SE/PG:</b> Supply and Demand, 59; Supply and Demand of Product, 71
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)	<b>SE/PG:</b> Prices, 59, 61



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<b>SS 8.2.3 Students will identify economic institutions and describe how they interact with individuals and groups.</b>	
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)	<b>SE/PG:</b> Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Trade, 66–67 <b>PG:</b> Core Concepts Handbook: Economic Basics, T50; Economics Memory, T51; Economic Process, T52; Enterprising Entrepreneurs, T53; Economic Systems, T54; Debate and Defend, T55; Economic Development, T56; Development Bingo, T57; Trade, T58; International Traders, T59
SS 8.2.3 b Recognize how inflation and deflation impacts purchasing power (e.g., track GDP in various years, compare consumer purchasing power)	<b>SE/PG:</b> For related material see: Inflation, 61; Recession, 61; Great Depression and, 151, 396
<b>SS 8.2.4 Students will identify how private ownership of property is a basic institution of a market economy.</b>	
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).	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Service Industries, 154; Public Health Organizations, 110
<b>SS 8.2.5 Students will identify the basic economic systems in the global economy.</b>	
SS 8.2.5.a Compare and contrast characteristics of different economic systems. (e.g., traditional, command, market, mixed)	<b>SE/PG:</b> Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63 <b>PG:</b> Core Concepts Handbook: Economic Basics, T50; Economics Memory, T51; Economic Process, T52; Enterprising Entrepreneurs, T53; Economic Systems, T54; Debate and Defend, T55

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SS. 8.2.5 b Discuss various philosophies regarding governments' role in an economy (e.g., capitalism, socialism)	<b>SE/PG:</b> Economic Basics, 58–59; Economic Process, 60–61; Economic Systems, 62–63; Economy of Different Countries: Algeria, 572–573; Andes and the Pampas, 299–300; Arabia and Iraq, 593, 608–609; Australia, 849; Baltic Nations, 455; Bangladesh, 730; Belgium, 431; Brazil, 317, 318, 319, 324; Canada, 170, 171, 177, 180–181; Caribbean South America, 275; Central America and Caribbean, 237, 241–242; Central Asia and Caucasus, 698; China, 762–763; Colombia, 275; Czech Republic, 456; Egypt, 573; Europe, 406; France, 430; French Guiana, 275; Germany, 396, 406, 432; Greece, 436–437, 438; Guyana, 275; India, 730–731; Iran, 664; Israel, 637; Italy, 436–437, 438; Japan, 787, 792; Jordan, 637; Kenya, 549; Lebanon, 637; Libya, 572–573; Mexico, 216–217; Middle America, 192–193; Mongolia, 762, 763; New Zealand, 849; North Africa, 572–573; North Korea, 791; Pacific region, 849; Pakistan, 730; Poland, 454–455; Portugal, 436–437, 438; Russian Federation, 483, 485; Saudi Arabia, 609; Scandinavia, 425; Slovakia, 456; Slovenia, 457; Solomon Islands, 849; South Africa, 549; South Asia, 728, 730–731; Southeast Asia, 818–819; South Korea, 789; Southwest Asia, 637; Spain, 436–437, 438; Suriname, 275; Syria, 637; Taiwan, 762, 763; Tajikistan, 698; Turkey, 667–668; United Kingdom, 423; United States, 152–154; Venezuela, 275; West and Central Africa, 518–519; Western Europe, 426; Yemen, 608

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<b>SS 8.2.10 Students will identify the roles and responsibilities of government in economic systems.</b>	
SS 8.2.10.a Identify various goods and services provided by the government (e.g., disaster relief, public works, postal service, roads)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Economic Systems, 62–63; Powers of Government, 105; Legislative Branch, 109; Public Health Organization, 110
SS 8.2.10.b Explain how governments provide economic assistance (e.g., social security, Medicare, Medicaid, farm subsidies, disaster relief)	<b>SE/PG:</b> For related material see: Economic Systems, 62–63; Powers of Government, 105; Public Health Organization, 110
<b>SS 8.2.11 Students will explain how tax revenues are collected and distributed.</b>	
SS 8.2.11.a Identify taxes paid by individuals (e.g., income taxes, sales tax, property taxes)	<b>SE/PG:</b> For related material see: Taxes and Taxation, 351
SS 8.2.11.b Identify institutions supported by tax dollars (e.g., schools, roads, police protection)	<b>SE/PG:</b> For related material see: Taxes and Taxation, 351
<b>SS 8.2.12 Students will illustrate how international trade benefits individuals, organizations, and nations.</b>	
SS 8.2.12.a Differentiate between exports and imports	<b>SE/PG:</b> Trade, 66–67; Economic Growth: the Importance of Exports, 762–763
SS 8.12.12.b Explain how individuals gain through specialization and voluntary trade	<b>SE/PG:</b> Trade, 66–67; Trade (Mexico), 218, 219; Ending Foreign Control, 236–237; Free-Trade Agreements and, 241-242, 299-300; Farming and Free Trade (Brazil), 324; European Union, 403; The African Union, 522–523; Israel and Its Neighbors Today, 634–641; Tariffs, 67, 438, 819, 907; NAFTA, 152, 154, 180, 216, 219

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<b>SS 8.2.13 Students will identify how international trade affects the domestic economy.</b>	
SS 8.2.13.a Explain that currency must be converted to make purchases in other countries	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Free-Trade Agreements and, 241-242, 299-300; Trade, 66–67; NAFTA, 152, 154, 180, 216, 219
SS 8.2.13.b Explain how prices of goods change as exchange rates go up and down	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Trade, 66–67

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<b>Geography</b>	
<b>SS 8.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.</b>	
SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)	<b>SE/PG:</b> Maps, 5, 6–7, 9, 10, 11, 12, 13, 14, 25, 27, 28, 35, 36, 39, 40–41, 42–43, 44, 50, 54, 65, 67, 70, 76, 82, 86, 90–91, 92–93, 100, 114, 122, 124, 125, 126, 128, 130, 132, 134, 139, 140, 141, 143, 144, 149, 154, 160, 165, 166, 167, 169, 188, 190, 194, 199, 200, 202, 204, 217, 222, 227, 228, 229, 230, 248, 250, 252, 254, 259, 260, 262, 263, 278, 283, 284, 287, 288, 291, 300, 304, 309, 310, 311, 312, 318, 330, 332, 334, 336, 341, 346, 350, 352, 356, 357, 361, 362, 370, 379, 383, 386, 395, 398, 402, 403, 410, 415, 416, 417, 418, 420, 421, 423, 429, 442, 447, 448, 450, 452, 458, 464, 469, 470, 473, 474, 483, 488, 494, 496, 498, 500, 505, 507, 508, 510, 512, 515, 526, 531, 532, 534, 536, 540, 546, 552, 557, 558, 562, 568, 580, 582, 585, 586, 591, 592, 594, 596, 599, 602, 614, 619, 620, 621, 622, 624, 638, 644, 649, 650, 652, 654, 657, 658, 669, 674, 676, 680, 685, 686, 687, 688, 690, 693, 704, 709, 710, 713, 714, 718, 722, 729, 736, 738, 740, 742, 747, 748, 749, 751, 752, 770, 775, 776, 778, 785, 786, 798, 803, 804, 805, 806, 811, 824, 826, 828, 830, 835, 837, 839, 843, 850, 853; Charts, Graphs, and Diagrams, 18, 20, 22, 33, 34, 37, 38, 45, 49, 55, 58, 59, 60, 61, 63, 64, 68, 71, 74, 81, 83, 97, 99, 101, 115, 133, 151, 153, 156, 170, 171, 173, 179, 185, 192, 193, 203, 216, 218, 219, 228, 230, 231, 232, 236, 240, 242, 245, 247, 253, 261, 265, 267, 269, 272, 275, 277, 285, 286, 293, 294, 297, 300, 303, 314, 315, 317, 324, 327, 335, 344, 349, 353, 358, 367, 369, 377, 378, 385, 389, 390, 396, 397, 409, 424, 426, 429, 430, 432, 437, 441, 449, 456, 457, 463, 472, 481, 485, 486, 487, 491, 499, 507, 511, 515, 522, 525, 533, 537, 545, 549, 563, 572, 592, 593, 608, 609, 613, 620, 625, 637, 643, 651, 652, 653, 668, 671, 673, 679, 689, 691, 699, 703, 712,

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<p><b>(Continued)</b> SS 8.3.1.a Use and interpret different types of maps/charts/diagrams/timelines (primary sources where available)</p>	<p><b>(Continued)</b> 715, 726, 728, 730, 733, 741, 749, 754, 756, 758, 761, 763, 765, 769, 777, 779, 780, 783, 787, 790, 792, 794, 797, 807, 809, 811, 812, 816, 818, 821, 829, 836, 840, 849, 857</p>
<p>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)</p>	<p><b>SE/PG:</b> Types of Maps, 12–13; Climate and Weather, 32–33; Water and Climate, 36–37; Types of Climate, 40–41; Ecosystems, 42–43; Environment and Resources, 48–49; Land Use, 50–51; also see: Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809</p>
<p>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)</p>	<p><b>SE/PG:</b> Ways to Show Earth’s Surface, 8–9; Understanding Maps, 10–11; Types of Maps, 12–13; Historical Maps, 124–125 <b>PG:</b> Core Concepts Handbook: Understanding Maps, T10; From Here to There! T11; Types of Maps, T12; Living Map, T13; Historical Maps, T108; Mapping My Day, T109</p>

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<b>SS 8.3.2 Students will examine how regions form and change over time.</b>	
SS 8.3.2.a Analyze physical and human characteristics of places and regions (e.g., climate, language)	<b>SE/PG:</b> Geography’s Five Themes, 6–7; Understanding Maps, 10–11; Types of Maps, 12–13; Climate and Weather, 32–33; Types of Climate, 40–41; Ecosystems, 42–43; Land Use, 50–51; Population Distribution, 76–77; Urbanization, 80–81; Historical Maps, 124–125; also see: Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809
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)	<b>SE/PG:</b> Climate and Weather, 32–33; Water and Climate, 36–37; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; Essential Question: Regional Meeting on Water Supply in Arab Gulf Region, 613 <b>PG:</b> Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25
SS 8.3.2.c Analyze changes in places and regions over time (e.g., irrigation, growth of cities, Manifest Destiny)	<b>SE/PG:</b> Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Population and Movement: Population Growth, 74–75; Population Distribution, 76–77; Urbanization, 80–81, 542, 559, 595; Cities and Towns, 142, 363–364, 510–511, 559, 693, 750–751, 807; Plan the City of Tomorrow, 822–823; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233 <b>PG:</b> Urbanization, T70; Urbanization Investigation, T71

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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)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: United States Regions, 143; Ring of Fire, 27, 803; Iron Curtain, 402; NATO, 401, 431, 459, 487; European Union, 658–659, 660, 666–667, 668
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	<b>SE/PG:</b> Geography's Five Themes, 6–7; Understanding Maps, 10–11; Types of Maps, 12–13; Climate and Weather, 32–33; Types of Climate, 40–41; Ecosystems, 42–43; Land Use, 50–51; Population Distribution, 76–77; Urbanization, 80–81; Historical Maps, 124–125; also see: Chapter Atlas, 138–145, 164–171, 198–205, 226–233, 258–265, 282–289, 308–315, 414–421, 446–453, 468–475, 504–511, 530–537, 556–563, 590–597, 618–625, 648–655, 684–691, 708–715, 746–753, 774–781, 802–809
<b>SS 8.3.3 Students will investigate how natural processes interact to create and change the natural environment</b>	
SS 8.3.3.a Compare and contrast various biomes/climates (e.g., rainforest, grasslands, forests)	<b>SE/PG:</b> Ecosystems, 42–43, 261, 265; Andes and the Pampas, 285; Arabia and Iraq, 594; Australia, 838, 839; Brazil, 312–313, 322; Caribbean South America, 261; Central America and Caribbean, 228–229; Mexico, 201; North Africa, 558; Pacific region, 838, 839; South America, 285; Southern and Eastern Africa, 532–533; Western Europe, 416–417 <b>PG:</b> Core Concepts Handbook: Ecosystems, T38; Ecosystem Equations, T39; South America: Quiz, T41
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)	<b>SE/PG:</b> Natural Disaster, 27; Earthquakes, 17, 26–27, 199, 228, 259, 270, 415, 803; Hurricanes, 27, 30, 31, 39, 140, 200, 201, 228, 229–230, 804, 896; Tsunamis, 415, 803, 908; Volcanoes, 16, 17, 26–27, 26, 190, 199, 226, 227, 415, 471, 738, 775, 803, 837, 884, 885; Drought, 548, 777, 851, 892 <b>PG:</b> East and Southeast Asia: Geography of a Disaster, T84; Tsunami Reactions, T85



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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)	<b>SE/PG:</b> Forces on Earth’s Surface, 24–25; Plate Tectonics, 26, 837; Volcanoes, 16, 17, 26-27, 26, 190, 199, 226, 227, 415, 471, 738, 775, 803, 837, 884, 885 <b>PG:</b> Core Concepts Handbook: Forces on Earth’s Surface, T22; Forces Inside Earth, T24; On the Move, T25
<b>SS 8.3.4 Students will analyze and interpret patterns of culture around the world.</b>	
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)	<b>SE/PG:</b> Population Growth, 74–75; Population Distribution, 76–77; Population Density: Africa, 498; Andes and the Pampas, 288; Arabia and Iraq, 595; Brazil, 314; Canada, 167, 176, 182-183; Caribbean South America, 263; China, 750-751, 765; Europe, 76; Germany, 432; Israel, 621; Japan, 780, 792-793; Jordan, 621; Lebanon, 621; Mexico, 204-205, 205p, 214; the Netherlands, 431; Russia, 474-475; South Asia, 712, 726-727; Southeast Asia, 806-807, 817; Syria, 621; United States, 144; West and Central Africa, 510-511; Western Europe, 419-421; Urbanization, 80–81, 542, 559, 595; Cities and Towns, 142, 363–364, 510–511, 559, 693, 750–751, 807; Plan the City of Tomorrow, 822–823 <b>PG:</b> East and Southeast Asia: Should I Migrate? T10–T11; Why Settle in Southeast Asia? T66–T67
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)	<b>SE/PG:</b> Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Cities and Towns, 142, 311, 363–364, 510–511, 559, 693, 750–751, 807; Rural Area, 80–81; Suburbs, 51, 81; Where People Live, 263

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<p>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, )</p>	<p><b>SE/PG:</b> What is Culture? 86–87; Families and Societies, 88–89; Language, 90–91; Religion, 92–93; Art, 94–95; Cultural Diffusion and Change, 96–97; Afghanistan, 715; Algeria, 571; ancient Greece, 343, 345-346; Andes and the Pampas, 296-297; Brazil, 320-321; Canada, 182-183; Caribbean South America, 270-271; Caucasus, 696-697; Egypt, 565, 570, 571; Georgia, 697; Germany, 432; Hungary, 457; India, 724-725; Japan, 793, 794, 795; Kyrgyzstan, 696, 697; Latvia, 455; Mexico, 214-215; Native Americans, 84, 85; North Africa, 570-571; Pacific region, 847; Poland, 455; Polynesia, 833; South Asia, 715, 717, 724- 725; Southeast Asia, 799-801; in Southern Europe, 435-436; South Korea, 789; Sri Lanka, 715; Sumatra, 799-801; trade and, 715; Turkey, 667; United States, 154-156; Western Europe, 411-413, 418; Case Studies: Chapter 18: The Kurdish People, 645</p> <p><b>PG:</b> The United States and Canada: Culture Clash, T46–T47; Middle America: A Time for Judgment, T5–T7; Europe and Russia: Interfaith of Religion on Cultures of Eastern Europe, T126–T127</p>

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<b>SS 8.3.5 Students will analyze how humans have adapted to different physical environments.</b>	
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)	<b>SE/PG:</b> Natural Disaster, 27; Earthquakes, 17, 26–27, 199, 228, 259, 270, 415, 803; Hurricanes, 27, 30, 31, 39, 140, 200, 201, 228, 229–230, 804, 896; Tsunamis, 415, 803, 908; Volcanoes, 16, 17, 26–27, 26, 190, 199, 226, 227, 415, 471, 738, 775, 803, 837, 884, 885; Drought, 548, 777, 851, 892 <b>PG:</b> East and Southeast Asia: Geography of a Disaster, T84; Tsunami Reactions, T85
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)	<b>SE/PG:</b> Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–473; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806
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)	<b>SE/PG:</b> Climate and Weather, 32–33; Water and Climate, 36–37; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; Essential Question: Regional Meeting on Water Supply in Arab Gulf Region, 613 <b>PG:</b> Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25

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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)	<p><b>SE/PG:</b> Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; How People Use Their Land, 264; Land Use and Resources, 286–287; Climate and Land Use, 310–311; Natural Resources and the Environment, 451; Russia’s Resources, 472–473; People and the Land, 508–509; Riches from the Land, 534–535; Resources and Trade, 562–563; Land Use and Energy, 652–653; Climate and Land Use, 686–687; Land Use and Resources, 712; Climate and Land Use, 748–749; Land Use and Natural Resources, 778–779; Environmental Threats, 781; Settlement and Land Use, 806</p> <p><b>PG:</b> Core Concepts Handbook: People’s Impact on the Environment, T46; Middle America: Location Equation, T38–T39; South America: Grant Report, T33–T35; Africa: To Drill or Not to Drill? T5–T7; Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25</p>
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)	<p><b>SE/PG:</b> Population and Movement: Population Growth, 74–75; Population Distribution, 76–77, Migration, 78–79, Urbanization, 80–81; Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Urbanization, 559, 595; Cities and Towns, 142, 311, 363–364, 510–511, 559, 693, 750–751, 807; Rural Area, 80–81; Suburbs, 51, 81; Where People Live, 263; Migration and Settlement, 142–143; Where People Live and Work, 419; Transportation Systems, 77, 97, 98–99, 392, 421, 472, 689</p>

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<b>SS 8.3.6 Students will analyze issues and/or events using geographic knowledge and skills to make informed decisions.</b>	
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)	<b>SE/PG:</b> Climate and Weather, 32–33; Water and Climate, 36–37; Environment and Resources, 48–49; Land Use, 50–51; People’s Impact on the Environment, 52–53; Environmental Impact, 145; The Environment: New Concerns, 170–171; Environmental Impact, 204–205; Environments in Danger, 232–233; Essential Question: Regional Meeting on Water Supply in Arab Gulf Region, 613 <b>PG:</b> Southwest Asia: Water for Arabia and Iraq, T5–T7; Australia and the Pacific: Take Action on the Pacific Environment, T24–T25
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)	<b>SE/PG:</b> Population and Movement: Population Growth, 74–75; Population Distribution, 76–77, Migration, 78–79, Urbanization, 80–81; Urbanization, 80–81, 542, 559; 595; Urban Planning, 322, 323; Settlement and Land Use, 806; Urbanization, 559, 595; Cities and Towns, 142, 311, 363–364, 510–511, 559, 693, 750–751, 807; Rural Area, 80–81; Suburbs, 51, 81; Where People Live, 263; Migration and Settlement, 142–143; Where People Live and Work, 419

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<b>History: United States: Colonial America to the Progressive Era)</b>	
<b>SS 8.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.</b>	
SS 8.4.1.a (US) Describe concepts of time and chronology (e.g., Three Worlds Meet, Colonial America, Establishing a Nation, Expansion and Reform, Civil War & Reconstruction, Industrialization)	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; Historical Maps, 124–125; Timeline, 150
SS 8.4.1.b (US) Classify key national events in chronological order (e.g., timelines with eras and selected key events)	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; Historical Maps, 124–125; Timeline, 150
SS 8.4.1.c (US) Examine the chronology of historical events in the United States analyze their impact on the past, present, and future	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; Historical Maps, 124–125; Timeline, 150

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<b>Nebraska Social Studies Standards</b>	<b>Savvas myWorld Geography Survey Edition, ©2011</b>
<b>SS 8.4.2 (US) Students will analyze the impact of people, events, ideas, and symbols upon US history using multiple types of sources.</b>	
SS 8.4.2.a (US) Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols; Expansion and Reform: land acquisition, Manifest Destiny, Standing Bear, Indian Removal Acts; Civil War/Reconstruction: Dred Scott, secession, acts and legislations, Civil War leaders; Industrialism: rise of corporations, growth of organized labor, assembly line, immigration; Transportation and Technology: Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, Orville and Wilbur Wright)	<b>SE/PG:</b> History of the United States, 146–151; The United States Today, 152–157
SS 8.4.2.b (US) Analyze how the United States has changed over the course of time, using maps, documents, and other artifacts	<b>SE/PG:</b> Chapter Atlas, 138–145; History of the United States, 146–151; The United States Today, 152–157
SS 8.4.2.c (US) Analyze the appropriate uses of primary and secondary sources	<b>SE/PG:</b> Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; Analyze Primary and Secondary Sources, 126, 158

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<b>Nebraska Social Studies Standards</b>	<b>Savvas myWorld Geography Survey Edition, ©2011</b>
<b>SS 8.4.3 (US) Students will analyze and interpret historical and current events from multiple perspectives.</b>	
SS 8.4.3.a (US) Analyze and interpret how multiple perspectives facilitate the understanding of the full story of US history (e.g., Dawes Act, Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, The Emancipation Proclamation, Organized Labor, Women's Suffrage)	<b>SE/PG:</b> Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; Analyze Primary and Secondary Sources, 126, 158
SS 8.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., The Bill of Rights, slavery, Gettysburg Address, The New Colossus Poem, images, political cartoons, photographs, newspapers)	<b>SE/PG:</b> Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; also see: Analyze Primary and Secondary Sources, 126, 158, 576
<b>SS 8.4.4 (US) Students will identify causes of past and current events, issues, and problems.</b>	
SS 8.4.4.a (US) Analyze sources on Nineteenth-Century American History through determination of credibility, contextualization, and corroboration	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; also see: Analyze Primary and Secondary Sources, 126, 158, 576
SS 8.4.4.b (US) Evaluate alternative courses of action in United States history (e.g., <i>Why and how was land acquired?</i> )	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Essential Question: Research Immigration Groups, 159; 21 <sup>st</sup> Century Learning: Explore a Civil Rights Leader, 159
SS 8.4.4.c (US) Analyze how decisions affected events in the United States (e.g., Supreme Court decisions, immigration, declaration of war)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Section Assessment, 157; Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; also see: Analyze Primary and Secondary Sources, 126, 158, 576



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SS 8.4.4.d (US) Identify and analyze multiple causes and effects upon key events in US history (e.g., Antebellum, Kansas-Nebraska Act, Civil War/Reconstruction, Wounded Knee Massacre)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: History of the United States, 146–151
SS 8.4.4.e (US) Analyze the relationships among historical events in the United States and the students' lives today (i.e., current events)	<b>SE/PG:</b> Timeline, 150; Essential Question, 159
<b>SS 8.4.5 Students will develop historical research skills.</b>	
SS 8.4.5.a (US) Develop questions about United States history	<b>SE/PG:</b> Section Assessment, 145, 151, 157; Chapter Assessment, 158–159
SS 8.4.5.b Obtain, analyze and cite appropriate sources for research about Nineteenth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format)	<b>SE/PG:</b> Essential Question: Research Immigration Groups, 159; 21 <sup>st</sup> Century Learning: Explore a Civil Rights Leader, 159; also see: Historical Sources, 120–121
SS 8.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Historical Sources, 120–121; Primary Source quote, 151; Document-Based Questions, 159; also see: Analyze Primary and Secondary Sources, 126, 158, 576
SS 8.4.5.d (US) Present an analysis of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	<b>SE/PG:</b> Essential Question, 159; 21 <sup>st</sup> Century Learning, 159

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<b>History World: Beginnings to 1000 CE)</b>	
<b>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.</b>	
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)	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Timelines, 118, 150, 353, 476–477, 513, 603, 632, 754–755; Sequence, 44, 54, 70, 158, 184, 220, 244, 524, 759, 845
SS 8.4.1.b (WLD) Classify key global events in chronological order (e.g., timelines with eras and selected key events)	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; Historical Maps, 124–125; Timelines, 118, 150, 353, 476–477, 513, 603, 632, 754–755; Sequence, 44, 54, 70, 158, 184, 220, 244, 524, 759, 845
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	<b>SE/PG:</b> Tools of History: Measuring Time, 118–119; Historical Sources, 120–121; Archaeology and Other Sources, 122–123; Historical Maps, 124–125; Timelines, 118, 150, 353, 476–477, 513, 603, 632, 754–755; Sequence, 44, 54, 70, 158, 184, 220, 244, 524, 759, 845

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<b>SS 8.4.2 (WLD) Students will analyze the impact of people, events, ideas, and symbols upon world history using multiple types of sources.</b>	
<p>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)</p>	<p><b>SE/PG:</b> History of the United States, 146–151; The United States Today, 152–157; History of Canada, 172–177; Canada Today, 178–183; History of Mexico, 206–211; Mexico Today, 212–219; History of Central America and the Caribbean, 234–237; Central America and the Caribbean Today, 238–243; History of Caribbean South America, 266–269; Caribbean South America Today, 270–275; History of the Andes and the Pampas, 290–295; The Andes and the Pampas Today, 296–301; History of Brazil, 316–319; Brazil Today, 320–325; Ancient and Medieval Europe, 336–369; Europe in Modern Times, 370–409; Western Europe Today, 422–439; Eastern Europe Today, 454–461; History of Russia, 476–483; Russia Today, 484–489; History of West and Central Africa, 512–517; West and Central Africa Today, 518–523; History of Southern and Eastern Africa, 538–543; Southern and Eastern Africa Today, 544–549; History of North Africa, 564–569; North Africa Today, 570–575; History of Arabia and Iraq, 598–605; Arabia and Iraq Today, 606–611; History of Israel and Its Neighbors, 626–633; Israel and Its Neighbors Today, 634–641; History of Iran, Turkey, and Cyprus, 656–661; Iran, Turkey, and Cyprus Today, 662–669; History of Central Asia and the Caucasus, 692–695; Central Asia and the Caucasus Today, 696–701; History of South Asia, 716–723; South Asia Today, 724–731; History of China and Its Neighbors, 754–759; China and Its Neighbors Today, 760–767; History of Japan and the Koreas, 782–787; Japan and the Koreas Today, 788–795; History of Southeast Asia, 810–813; Southeast Asia Today, 814–819; History of Australia and the Pacific, 842–845; Australia and the Pacific Today, 846–851</p>

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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	<b>SE/PG:</b> History of the United States, 146–151; The United States Today, 152–157; History of Canada, 172–177; Canada Today, 178–183; History of Mexico, 206–211; Mexico Today, 212–219; History of Central America and the Caribbean, 234–237; Central America and the Caribbean Today, 238–243; History of Caribbean South America, 266–269; Caribbean South America Today, 270–275; History of the Andes and the Pampas, 290–295; The Andes and the Pampas Today, 296–301; History of Brazil, 316–319; Brazil Today, 320–325; Ancient and Medieval Europe, 336–369; Europe in Modern Times, 370–409; Western Europe Today, 422–439; Eastern Europe Today, 454–461; History of Russia, 476–483; Russia Today, 484–489; History of West and Central Africa, 512–517; West and Central Africa Today, 518–523; History of Southern and Eastern Africa, 538–543; Southern and Eastern Africa Today, 544–549; History of North Africa, 564–569; North Africa Today, 570–575; History of Arabia and Iraq, 598–605; Arabia and Iraq Today, 606–611; History of Israel and Its Neighbors, 626–633; Israel and Its Neighbors Today, 634–641; History of Iran, Turkey, and Cyprus, 656–661; Iran, Turkey, and Cyprus Today, 662–669; History of Central Asia and the Caucasus, 692–695; Central Asia and the Caucasus Today, 696–701; History of South Asia, 716–723; South Asia Today, 724–731; History of China and Its Neighbors, 754–759; China and Its Neighbors Today, 760–767; History of Japan and the Koreas, 782–787; Japan and the Koreas Today, 788–795; History of Southeast Asia, 810–813; Southeast Asia Today, 814–819; History of Australia and the Pacific, 842–845; Australia and the Pacific Today, 846–851

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SS 8.4.2.c (WLD) Analyze the appropriate uses of primary and secondary sources	<p><b>SE/PG:</b> Analyze Primary and Secondary Sources, 126, 158, 576; Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857</p> <p><b>PG:</b> Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20</p>
<b>SS 8.4.3 (WLD) Students will analyze and interpret historical and current events from multiple perspectives.</b>	
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)	<p><b>SE/PG:</b> 21st Century Learning and Document-Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 186–187, 221, 245, 246–247, 277, 303, 327, 328–329, 369, 409, 441, 491, 492–493, 525, 551, 577, 578–579, 613, 643, 671, 672–673, 703, 733, 734–735, 769, 797, 821, 822–823, 857; Online Case Studies: Chapters 1–24</p> <p><b>PG:</b> Go online to compare viewpoints through eyewitness accounts and documents see <a href="http://myworldgeography.com">myworldgeography.com</a>.</p>

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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)	<b>SE/PG:</b> Analyze Primary and Secondary Sources, 126, 158, 576; Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857 <b>PG:</b> Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20. In addition, go online to compare viewpoints through eyewitness accounts and documents see myworldgeography.com.
<b>SS 8.4.4 (WLD) Students will identify causes of past and current events, issues, and problems.</b>	
SS 8.4.4.a (WLD) Analyze sources on Early World History through determination of credibility, contextualization, and corroboration	<b>SE/PG:</b> Historical Sources, 120–121; Archeology and Other Sources, 122–123; Analyze Primary and Secondary Sources, 126, 158, 576; Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120-121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857
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> )	<b>SE/PG:</b> Cultural Diffusion and Change, 96–97; 21 <sup>st</sup> Century Learning: Solve Problems, 246–247; also see: Closer Look: conflict and Compromise, 174; Struggle for Power, 208; Politics in Venezuela, 274; Globalization and the Environment, 298; Coal or Nuclear: Difficult Energy Choices, 450; Effects of Colonization, 812 <b>PG:</b> Core Concepts Handbook: Cultural Diffusion and Change, T84; Track That Trait, T85

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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)	<b>SE/PG:</b> Population and Movement: Population Growth, 74–75, Population Distribution, 76–77, Migration, 78–79, Urbanization, 80–81; World War I and, 395; World War II and, 398–399; Korean War, 786; United Nations (UN), 111, 150, 181, 433; Immigration Today, 155–156; Migration: Australia and Pacific Region, 842-843; Bantu, 539, 545; China, 765; Europe, 406; Russian Federation, 486, 487; South America, 252; Southeast Asia, 807, 808; United States, 142–144
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)	<b>SE/PG:</b> Opportunities to address this objective may be found on the following pages: Cause and Effect, 14, 28, 54, 70, 126, 158, 171, 177, 244, 275, 302, 381, 453, 461, 523, 543, 550, 569, 576, 611, 612, 625, 633, 642, 655, 661, 669
SS 8.4.4.e (WLD) Analyze the relationships among historical events across the globe and the students' lives today (i.e., current events)	<b>SE/PG:</b> Chapter Assessment, 158–159, 184–185, 220–221, 244–245, 276–277, 302–303, 326–327, 368–369, 408–409, 440–441, 490–491, 524–525, 550–551, 576–577, 612–613, 642–643, 670–671, 702–703, 732–733, 768–769, 796–797, 820–821, 856–857

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<b>SS 8.4.5 Students will develop historical research skills.</b>	
SS 8.4.5.a (WLD) Develop questions about world history	<b>SE/PG:</b> Chapter Assessment, 158–159, 184–185, 220–221, 244–245, 276–277, 302–303, 326–327, 368–369, 408–409, 440–441, 490–491, 524–525, 550–551, 576–577, 612–613, 642–643, 670–671, 702–703, 732–733, 768–769, 796–797, 820–821, 856–857
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)	<b>SE/PG:</b> Identify Bias, 387; Fact and Opinion, 408; also see: Document–Based Questions, 15, 29, 45, 55, 71, 83, 101, 115, 120–121, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857; Analyze Primary and Secondary Sources, 126, 158, 576; 21 <sup>st</sup> Century Learning: Evaluate Web sites, 15, 121, 734–735, 769; Analyze media content, 83, 115, 221, 277, 492–493, 551, 643 <b>PG only:</b> Primary Source Lesson Plan: The United States and Canada, T28, T50; Middle America, T48; South America, T20, T48, T76; Europe and Russia, T14, T122, T30, T50, T70, T78, T106, T134, T154; Africa, T28, T48, T84; Southwest Asia, T20, T56, T76; South and Central Asia, T20, T48; East and Southeast Asia, T20, T48, T76; Australia and the Pacific, T20
SS 8.4.5.c (WLD) Gather historical information about other nations (e.g., document archives, artifacts, newspapers, interviews)	<b>SE/PG:</b> Essential Question and 21 <sup>st</sup> Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857
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)	<b>SE/PG:</b> Essential Question and 21 <sup>st</sup> Century Learning, 15, 29, 45, 55, 71, 83, 101, 115, 127, 159, 185, 221, 245, 277, 303, 327, 369, 409, 441, 491, 525, 551, 577, 613, 643, 671, 703, 733, 769, 797, 821, 857