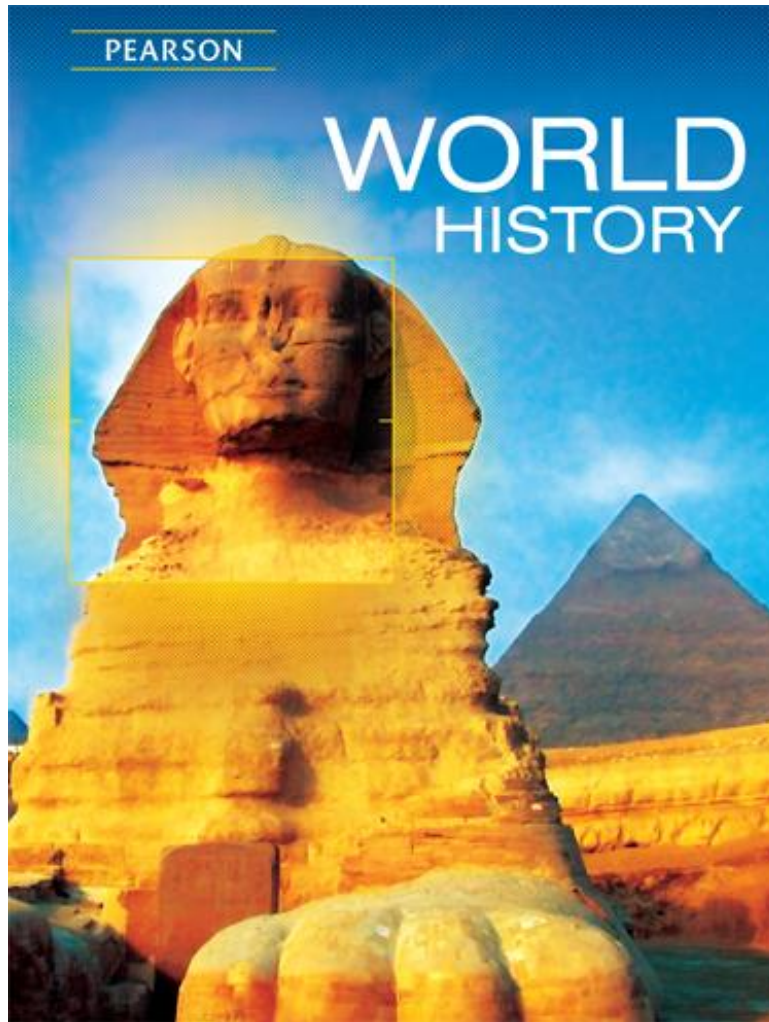


A Correlation of



©2016

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

A Correlation of Pearson World History, ©2016 to the Nebraska Social Studies Standards

Introduction

This document demonstrates how **Pearson World History, ©2016**, meets the Nebraska Social Studies Standards for High School.

Pearson is excited to announce its *NEW World History* program! The program invites students to truly experience the scope and impact of history through engaging stories from some of the most compelling and eventful times in the history of our world. The program bridges time-tested best practices, curriculum standard expectations, and technology to help prepare students to be college and career ready all while bringing world history to life. The program is available in print, digital, and blended options.

The **Pearson World History** program uses a research tested four-part learning model to enhance teaching and understanding.

1. **Connect:** Students make learning personal as they connect to content through a story and activate their prior knowledge, personal experience, and perspective.
2. **Investigate:** Students actively learn, investigate, and acquire key content knowledge through a variety of components both in print and digital.
3. **Synthesize:** Students extend their understanding by applying what they just learned in a quick recap and “pull-it-all-together” exercise before they move on to the next lesson.
4. **Demonstrate:** Students demonstrate their understanding through a variety of authentic, formative, and summative assessments.

Technology Reimagined with Pearson’s Realize™ Platform

- eText Student Edition with valuable tools for individualized instruction, remediation, or enrichment
- NBC Learn™ MyStory Videos that engage students in every chapter
- Interactive Reading and Note Taking Study Guide allows for differentiated instruction and assessments
- Online Lesson Planner; Standards-based planner that helps to save prep time.
- Assessments; built-in progress monitoring includes both formative and summative assessments
- Teacher Lesson Plans with point-of-use resources
- Flipped Videos available to assign to students or serve as quick refreshers

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Table of Contents

Civics: High School United States/World) 4

Economics: High School (United States/World) 8

Geography: High School (United States/World) 22

History: High School (United States: Progressive Era to Present) 38

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Civics: High School United States/World)	
K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.	
Forms and Functions of Government	
SS 12.1.1 Students will analyze and evaluate the foundation, structures, and functions of the United States government as well as local, state, and international governments.	
SS 12.1.1.a Summarize the historical foundation that influenced the creation of the United States Constitution (e.g., philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers)	SE: Hobbes and Locke on the Role of Government, 456–457; Rousseau Promotes the Social Contract, 458; The Impact of the Enlightenment, 467 <i>Topic Assessment:</i> Topic 12 (3. Explain Development), 493; (6. Explain the Political Philosophies), 493 (9. Explain Political Philosophies of Individuals), 494; (16. Explain Philosophies), 495; (22. Identify the Influence of Ideas), 496
SS 12.1.1.b Analyze and evaluate the structure of American constitutional government (e.g., federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college)	SE: Montesquieu: Separation of Powers, 457; The United States Constitution, 466–468 <i>Topic Assessment:</i> Topic 12 (21. Compare Consequences), 496; (22. Identify the Influence of Ideas), 496
SS 12.1.1.c Analyze and evaluate the functions of United States government (e.g., national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens)	SE: For related material see: The United States Constitution, 466–468; Roosevelt’s New Deal, 715; 21 st Century Skills: Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994; Paying Taxes, 994–995 <i>Topic Assessment:</i> Topic 12 (21. Compare Consequences), 496; (22. Identify the Influence of Ideas), 496; Topic 17 (7. Explain the Responses and Analyze Information), 736

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.1.1.d Analyze and evaluate the foundation, structures, and functions of local government (e.g., city council, school board, county government, regional boards)	<p>SE: For related material see: The United States Constitution, 466–468; 21st Century Skills: Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994; Paying Taxes, 994–995</p> <p><i>Topic Assessment:</i> Topic 12 (21. Compare Consequences), 496; (22. Identify the Influence of Ideas), 496</p>
SS 12.1.1.e Analyze and evaluate the foundation, structures, and functions of state government (e.g., bicameral/unicameral, reapportionment/redistricting, branches of government)	<p>SE: For related material see: The United States Constitution, 466–468, 914–935; 21st Century Skills: Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994; Paying Taxes, 994–995</p> <p><i>Topic Assessment:</i> Topic 12 (21. Compare Consequences), 496; (22. Identify the Influence of Ideas), 496</p>
SS 12.1.1.f Analyze and evaluate the foundation, structures, and functions of supranational organizations (e.g., United Nations, NATO, European Union, treaties, trade organizations)	<p>SE: The United Nations is Formed, 771; NATO, 780, 783, 882; OPEC, 838; Changes in NATO, 877–878; European Union, 878; Global Organizations and Trade Agreements, 887–888</p> <p><i>Topic Assessment:</i> Topic 18 (15. Explain the Significance of the United Nations), 774; Topic 19 (3. Describe Effects), 811; Topic 21 (6. Explain the Significance), 909</p>
SS 12.1.1.g Analyze and evaluate the roles that political parties have played in the United States	<p>SE: For related material see: The Push for Reform, 581–582</p> <p><i>Topic Assessment:</i> Topic 14 (10. Describe How People Have Participated), 591</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.1.1.h Analyze and evaluate United States foreign policy issues (e.g. methods, approaches, events)</p>	<p>SE: Territorial Gains, 578; Map: Expansion of the United States, 1783-1898, 579; Military Might in the Philippines, 632; Strategic Holdings in the Pacific Islands, 632-633; The United States Wields Power and Influence, 640-642; The United States Enters the War, 665-666; The League of Nations, 670, 711-712; U.S. Involvement in the War, 752-753; A Second Front in Europe, 763-765; The Truman Doctrine, 779-780; The Marshall Plan, 780; The Nuclear Arms Race, 782; The Cold War Around the World, 783-784; The United States in the Cold War, 785-786; Rebuilding Western Europe, 790-792; The United States Enters the War, 801-802; The Vietnam War Ends, 802-803; U.S.-Latin American Relations, 874-875; The U.S. Response to Terrorism, 901-903</p> <p><i>Topic Assessment:</i> Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (10. Explain Significance), 678; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811; Topic 21 (4. Explain the Role), 909; (7. Summarize Reasons), 909</p>
Civic Participation	
SS 12.1.2 Students will address local, state, national or international issues and policies through meaningful civic participation.	
<p>SS 12.1.2.a Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (e.g., lobbying, voting, contacting government officials, petitioning)</p>	<p>SE: For related material see: The Push for Reform, 581-582; The United States Responds to New Challenges, 789-790</p> <p><i>Topic Assessment:</i> Topic 14 (10. Describe How People Have Participated), 591</p>
<p>SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)</p>	<p>SE: For related material see: Symbol of Freedom, 467; Dr. Martin Luther King, Jr., 789</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.1.2.c Engage in civic activities (e.g., discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, participating in community improvement activities, service learning)	<p>SE: For related material see: The Push for Reform, 581–582; The United States Responds to New Challenges, 789–790; 21st Century Skills: Make Decisions, 990–991; Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994; Paying Taxes, 994–995</p> <p><i>Topic Assessment:</i> Topic 14 (10. Describe How People Have Participated), 591</p>
SS 12.1.2.d Analyze an issue and determine which level of government is most appropriate to utilize in addressing the issue	<p>SE: For related material see: The United States Constitution, 466–468, 914–935; 21st Century Skills: Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994; Paying Taxes, 994–995;</p> <p><i>Topic Assessment:</i> Topic 12 (21. Compare Consequences), 496; (22. Identify the Influence of Ideas), 496</p>
SS 12.1.2.e Describe the roles and influences of individuals, groups, and the media as checks on governmental practices (e.g., interest groups, political action committees, lobbyists, public opinion polls)	<p>SE: Social Reform, 483, 578, 683, 805; Civil Rights Movement, 789–790; 21st Century Skills: Being an Informed Citizen, 991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994</p> <p><i>Topic Assessment:</i> Topic 14 (10. Describe How People Have Participated), 591</p>
SS 12.1.2.f Critique various media sources for accuracy and perspective	<p>SE: Media, 58, 681, 705, 718–719; Analyze Political Cartoons, 520, 528, 541, 558, 559, 563, 569, 575, 611, 641, 653, 665, 668, 711, 729, 743, 747, 976–977; 21st Century Skills: Interpret Sources, 972; Analyze Data and Models, 973–974; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Topic Assessment:</i> Topic 2 (17. Identify the Influence of Ideas), 58</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Economics: High School (United States/World)	
K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.	
Markets	
SS 12.2.1 Students will assess how market forces guide the owners of land, labor, and capital and determine the allocation of wealth in the economy.	
SS 12.2.1.a Explain how the factors of production are bought and sold in the market	<p>SE: For related material see: Manufacturing, economic growth, 459; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887; Development and the Environment, 895–897</p> <p><i>Topic Assessment:</i> Topic 13 Topic 13 (6. Explain Political and Economic Changes), 534; (11. Explain the Role), 535; (12. Explain Economic Changes and Identify Bias), 535; (16. Identify the Historical Origins and Characteristics), 536; Topic 15 (16. Explain the Role of Communication Technology), 646</p>
SS 12.2.1.b Analyze the role of the product market and the resource market	<p>SE: A Commercial Revolution, 420–422; Mercantilism, 422–423; Coal, Steam, and the Energy Revolution, 502–503; The Second Industrial Revolution, 517–523; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 13 Topic 13 (6. Explain Political and Economic Changes), 534; (11. Explain the Role), 535; (12. Explain Economic Changes and Identify Bias), 535; (16. Identify the Historical Origins and Characteristics), 536; Topic 15 (16. Explain the Role of Communication Technology), 646</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.2.1.c Understand productivity as a measure of the quantity of goods and services produced with a given amount of resources (e.g., Gross Domestic Product)</p>	<p>SE: Overproduction and a Drop in Demand, 713; The United States in a Global Economy, 788; Gross Domestic Product, 787, 793, 891; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 91</p>
<p>SS 12.2.1.d Analyze how market forces determine what producers choose to produce and which combination of productive resources will be most productive</p>	<p>SE: A Commercial Revolution, 420–422; Mercantilism, 422–423; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Overproduction and a Drop in Demand, 713; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 13 Topic 13 (6. Explain Political and Economic Changes), 534; (11. Explain the Role), 535; (12. Explain Economic Changes and Identify Bias), 535; (16. Identify the Historical Origins and Characteristics), 536; Topic 15 (16. Explain the Role of Communication Technology), 646</p>
<p>SS 12.2.1.e Explain how wages/earnings are affected by the market (e.g., value of products, supply and demand of labor, worker skills and qualifications)</p>	<p>SE: Labor and Capital, 503; Social, Economic, and Political Changes, 506–507; The Rise of New Social Classes, 509–210; Better Standards of Living, 511–512; Ricardo and the “Iron Law of Wages,” 513; Working in the Global Economy, 885–886</p> <p><i>Topic Assessment:</i> Topic 13 (6. Explain Political and Economic Changes), 534; Topic 21 (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.2.1.f Explain the role and importance of profit and return on investments to producers. (e.g. increase in supply and expansion of industries)</p>	<p>SE: Labor and Capital, 503; A Favorable Climate for Business, 504; Cheaper Goods Lead to More Demand, 505; Social, Economic, and Political Changes, 506–507; Laissez-Faire Economics, 512–513; The Rise of Big Business, 519–520; Investors Form Corporations, 519; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712</p> <p><i>Topic Assessment:</i> Topic 11 (5. Explain New Factors and Principles; Formulate Generalizations), 424; Topic 13 (12. Explain Economic Changes and Identify Bias), 535; Topic 17 (6. Summarize Causes), 735; Topic 21 (9. Formulate Generalizations), 909</p>
<p>SS 12.2.2 Students will illustrate how markets determine prices and allocate goods and services.</p>	
<p>SS 12.2.2.a Understand demand, quantity demanded, and changes in demand</p>	<p>SE: Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; Science and Technology Change Industry, 517–518; Advances in Transportation and Communication, 518–519; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Working in the Global Economy, 885–886; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 12 (11. Identify Origins, Influences, and Contributions), 494; Topic 13 (14. Describe Major Effects), 536</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.2.b Understand supply, quantity supplied, and changes in supply	<p>SE: Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; Science and Technology Change Industry, 517–518; Advances in Transportation and Communication, 518–519; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Working in the Global Economy, 885–886; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 12 (11. Identify Origins, Influences, and Contributions), 494; Topic 13 (14. Describe Major Effects), 536</p>
SS 12.2.2.c Understand that equilibrium price and quantity are determined by supply and demand	<p>SE: The Price Revolution, 420–421; Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 10 (12. Explain the Impact), 382; Topic 13 (11. Explain the Role), 535; (17. Identify the Contributions and Influence), 536; Topic 14 (14. Identify the Characteristics), 592</p>
SS 12.2.2.d Hypothesize how competition between sellers could results in lower prices, higher quality products, and better customer service	<p>SE: The Price Revolution, 420; Free enterprise, 421, 459; Labor and Capital, 503; A Favorable Climate for Business, 504; Cheaper Goods Lead to More Demand, 505; Social, Economic, and Political Changes, 506–507; Laissez-Faire Economics, 512–513; The Rise of Big Business, 519–520; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Working in the Global Economy, 885–886</p> <p><i>Topic Assessment:</i> Topic 11 (5. Explain New Factors and Principles; Formulate Generalizations), 424; Topic 13 (12. Explain Economic Changes and Identify Bias), 535; Topic 17 (6. Summarize Causes), 735; Topic 21 (9. Formulate Generalizations), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.2.e Hypothesize how producers and consumers affect market prices and quantities through the goods and services they produce and buy (e.g., shifts in supply and demand, price elasticity)	<p>SE: The Price Revolution, 420–421; Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 10 (12. Explain the Impact), 382; Topic 13 (11. Explain the Role), 535; (17. Identify the Contributions and Influence), 536; Topic 14 (14. Identify the Characteristics), 592</p>
Institutions	
SS 12.2.3 Students will analyze how economic institutions impact individuals and groups.	
SS 12.2.3.a Analyze how various economic institutions have played a role in United States economic policy and practice (e.g., corporations, labor unions, financial institutions, stock markets, cooperatives, and business partnerships)	<p>SE: Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p> <p><i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736</p>
SS 12.2.3.b Describe how measures used by economic institutions are calculated (e.g., trends and business cycles using GDP, unemployment rates, inflation rates)	<p>SE: Inflation, 420; Federal Reserve, 713; American Banks, 714; New Deal, 715; The United States in a Global Economy, 788; Gross Domestic Product, 787, 793, 891; Global Economic Crisis, 886; Debt and the Developing World, 887; International Organizations, 887–888</p> <p><i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910</p>
SS 12.2.3.c Explain how banks and a sound monetary system are critical to a functioning economy	<p>SE: New Business Methods, 421; American Banks, 714; New Deal, 715; International Organizations, 887–888</p> <p><i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.3.d Describe the functions and role of the Federal Reserve System and its influence through monetary policy (e.g., balancing inflation and unemployment)	SE: Federal Reserve, 713
SS 12.2.3.e Understand how financial markets determine the cost of borrowing and influence the level of economic activity	SE: New Business Methods, 421; Federal Reserve, 713; American Banks, 714; Global Economic Crisis, 886; International Organizations, 887–888 <i>Topic Assessment:</i> Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910
SS 12.2.4 Students will assess how private ownership of property is a basic institution of a market economy.	
SS 12.2.4.a Assess how property rights are defined, enforced, and limited by government (e.g., zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property)	SE: For related material see: Free enterprise system, 459; A Favorable Climate for Business, 504; Laissez-Faire Economics, 512–513; The Rise of Big Business, 519–520 <i>Topic Assessment:</i> Topic 11 (5. Explain New Factors and Principles; Formulate Generalizations), 424; Topic 13 (12. Explain Economic Changes and Identify Bias), 535; Topic 17 (6. Summarize Causes), 735; Topic 21 (9. Formulate Generalizations), 909
SS 12.2.4.b Describe the role of market economy in United States history (e.g., periods of prosperity, recessions, and overall growth)	SE: Labor and Capital, 503; A Favorable Climate for Business, 504; Laissez-Faire Economics, 512–513; The Rise of Big Business, 519–520; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713 <i>Topic Assessment:</i> Topic 13 (7. Formulate Generalizations), 534; (8. Identify Contributions), 534; (17. Identify the Contributions and Influence), 536; Topic 17 (7. Explain the Responses and Analyze Information), 736

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Financial Literacy	
SS 12.2.5 Students will recognize and predict the impact that various economic systems will have on people.	
<p>SS 12.2.5.a Develop a logical argument debating the merits of various economic systems (e.g., traditional, command, market, mixed)</p>	<p>SE: Topic Assessment activities that involved analyzing, understanding, and debating economic systems: <i>Topic Assessment:</i> Topic 4 (1. Compare Major Economic Developments), 121; (5. Compare Major Economic Developments and Create Graphs), 121; Topic 6 (14. Compare the Factors), 186; Topic 7 (6. Describe Characteristics and Factors), 253; Topic 13 (4. Explain the Collapse), 534; (6. Explain Political and Economic Changes), 534; (12. Explain Economic Changes and Identify Bias), 535; Topic 15 (14. Identify Economic Motivations for European Imperialism), 646; Topic 19 (1. Explain Economic Collapse), 811; (11. Formulate Generalizations), 812; Topic 21 (9. Formulate Generalizations), 909; (11. Explain the Collapse), 910; (16. Summarize Impact and Use a Problem-Solving Process), 910</p> <p>Also see the following lessons in the SE: A Commercial Revolution, 420–422; Mercantilism, 422–423; Free enterprise system, 459; Laissez-Faire Economics, 512–513; Socialist Thought Emerges, 514; Marx and the Origins of Communism, 515–516; The Rise of Big Business, 519–520; Lenin Abandons War Communism, 675; Stalin Builds a Command Economy, 720–722; West Germany’s Economic Miracle, 790–791; Building the European Union, 792; The Japanese Economic Miracle, 793; Collectivization, 796; Traditional Economies, 855; A New Approach to the Chinese Economy, 865–866; India Builds a Modern Economy, 867–868; Working in the Global Economy, 885–886</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.2.5.b Evaluate the historical use of various economic systems</p>	<p>SE: A Commercial Revolution, 420–422; Mercantilism, 422–423; Free enterprise system, 459; A Favorable Climate for Business, 504; Social, Economic, and Political Changes, 506–507; Laissez-Faire Economics, 512–513; Socialist Thought Emerges, 514; Marx and the Origins of Communism, 515–516; The Rise of Big Business, 519–520; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; Lenin Abandons War Communism, 675; The American Economy Booms, 712; The Great Depression, 713; Stalin Builds a Command Economy, 720–722; Postwar Prosperity in the United States, 787–788; West Germany’s Economic Miracle, 790–791; Building the European Union, 792; The Japanese Economic Miracle, 793; Collectivization, 796; Traditional Economies, 855; A New Approach to the Chinese Economy, 865–866; India Builds a Modern Economy, 867–868; Poverty Challenges in Latin America, 870–871; Working in the Global Economy, 885–886; Growth of Multinational Organizations, 886; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 4 (1. Compare Major Economic Developments), 121; (5. Compare Major Economic Developments and Create Graphs), 121; Topic 6 (14. Compare the Factors), 186; Topic 7 (6. Describe Characteristics and Factors), 253; Topic 13 (4. Explain the Collapse), 534; (6. Explain Political and Economic Changes), 534; (12. Explain Economic Changes and Identify Bias), 535; Topic 15 (14. Identify Economic Motivations for European Imperialism), 646; Topic 19 (1. Explain Economic Collapse), 811; (11. Formulate Generalizations), 812; Topic 21 (9. Formulate Generalizations), 909; (11. Explain the Collapse), 910; (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.5.c Compare the standard of living with other countries (Germany, Brazil, Russia, India, China)	<p>SE: Social, Economic, and Political Changes, 506–507; The Rise of New Social Classes, 509–210; Better Standards of Living, 511–512; Ricardo and the “Iron Law of Wages,” 513; Working in the Global Economy, 885–886; 21st Century Skills: Analyze Data and Models (statistics from developed and developing nations), 973–974</p> <p><i>Topic Assessment:</i> Topic 13 (6. Explain Political and Economic Changes), 534; Topic 21 (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 909; (18. Describe Changing Roles), 911</p>
SS 12.2.6 Students will understand economic concepts that support rational decision making	
SS 12.2.6.a Explore employment trends and reasons for growth and decline in employment	<p>SE: Labor and Capital, 503; A Favorable Climate for Business, 504; Cheaper Goods Lead to More Demand, 505; Social, Economic, and Political Changes, 506–507; Laissez-Faire Economics, 512–513; The Rise of Big Business, 519–520; Investors Form Corporations, 519; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712</p> <p><i>Topic Assessment:</i> Topic 11 (5. Explain New Factors and Principles; Formulate Generalizations), 424; Topic 13 (12. Explain Economic Changes and Identify Bias), 535; Topic 17 (6. Summarize Causes), 735; Topic 21 (9. Formulate Generalizations), 909</p>
SS 12.2.6.b Make career decisions by systematically considering alternatives and consequences through the use of cost benefit analysis	<p>SE: For related material see: Working in the Global Economy, 885–886; Benefits and Costs of the Globalization, 888–889</p> <p><i>Topic Assessment:</i> Topic 21 (4. Explain the Role), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.6.c Assess the incentives for investing in personal education, skills, and talents	SE: For related material see: Working in the Global Economy, 885–886; Benefits and Costs of the Globalization, 888–889 <i>Topic Assessment:</i> Topic 21 (4. Explain the Role), 909
SS 12.2.6.d Identify various ways people earn a living by using career programs to explore opportunities (e.g., Nebraska Career Education)	SE: For related material see: Working in the Global Economy, 885–886; Benefits and Costs of the Globalization, 888–889 <i>Topic Assessment:</i> Topic 21 (4. Explain the Role), 909
SS 12.2.7 Students will apply effective money management concepts.	
SS 12.2.7.a Organize personal finances and use a budget to manage cash flow	SE: For related material see: New Business Methods, 421; American Banks, 714
SS 12.2.7.b Compare and contrast checking and savings accounts	SE: For related material see: New Business Methods, 421; American Banks, 714; New Deal, 715; International Organizations, 887–888 <i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910
SS 12.2.7.c Assess the effects of taxes on personal income	SE: For related material see: Taxation, 110, 186, 221, 224, 254, 452, 465–466
SS 12.2.8 Students will critique strategies used to establish, build, maintain, monitor, and control credit.	
SS 12.2.8.a Analyze factors that affect the choice of credit, the cost of credit, and the legal aspects of using credit	SE: For related material see: New Business Methods, 421; American Banks, 714; New Deal, 715; International Organizations, 887–888 <i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910
SS 12.2.8.b Identify strategies of establishing and maintaining a good credit rating for effective credit management (e.g., credit cards, auto loans, mortgages)	SE: For related material see: New Business Methods, 421; American Banks, 714

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.8.c Compare and contrast the cost and benefits of various lending institutions (e.g., banks, credit unions, paycheck advance businesses, pawn shops)	SE: For related material see: New Business Methods, 421; American Banks, 714; New Deal, 715; International Organizations, 887–888 <i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910
SS 12.2.8.d Students will identify situations when borrowing money and paying interest may be a wise or unwise decision	SE: For related material see: New Business Methods, 421; American Banks, 714
SS 12.2.9 Students will evaluate savings, investment, and risk management strategies to achieve financial goals.	
SS 12.2.9.a Explain the importance of saving to ensure financial security	SE: For related material see: Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886 <i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736
SS 12.2.9.b Implement an investment strategy that is compatible with personal goals (e.g., stocks, bonds, mutual funds, retirement plans)	SE: For related material see: Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886 <i>Topic Assessment:</i> Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736
SS 12.2.9.c Analyze appropriate and cost effective risk management strategies (e.g., health, disability, life, auto insurance)	SE: For related material see: Investors Form Corporations, 519; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Working in the Global Economy, 885–886
Government	
SS 12.2.10 Students will analyze the roles and responsibilities of government in various economic systems.	
SS 12.2.10.a Examine how governments utilize taxation to provide goods and services to society (e.g., disaster relief, flood control, police protection)	SE: For related material see: Taxation, 110, 186, 221, 224, 254, 452, 465–466

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.2.10.b Investigate multiple roles of government in a market economy (e.g., forms of taxation, enforcing private property and zoning laws, collecting sales tax)</p>	<p>SE: Free enterprise system, 459; Laissez-Faire Economics, 512–513; Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p> <p><i>Topic Assessment:</i> Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p>
<p>SS 12.2.10.c Explore various forms of taxation (earning, consumption, or wealth) and discuss outcomes of various tax philosophies as drivers of economic activity</p>	<p>SE: For related material see: Taxation, 110, 186, 221, 224, 254, 452, 465–466</p>
<p>SS 12.2.10.d Research the role of government in the development of economic systems (e.g., historic and current examples of command, market, traditional, mixed systems)</p>	<p>SE: Topic Assessment activities that involved analyzing, understanding, and debating economic systems: <i>Topic Assessment:</i> Topic 4 (1. Compare Major Economic Developments), 121; (5. Compare Major Economic Developments and Create Graphs), 121; Topic 6 (14. Compare the Factors), 186; Topic 7 (6. Describe Characteristics and Factors), 253; Topic 13 (4. Explain the Collapse), 534; (6. Explain Political and Economic Changes), 534; (12. Explain Economic Changes and Identify Bias), 535; Topic 15 (14. Identify Economic Motivations for European Imperialism), 646; Topic 19 (1. Explain Economic Collapse), 811; (11. Formulate Generalizations), 812; Topic 21 (9. Formulate Generalizations), 909; (11. Explain the Collapse), 910; (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.10.e Analyze government policies and regulations in areas of market failure (e.g., monopolies, externalities, non-enforcement of property rights)	<p>SE: Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p> <p><i>Topic Assessment:</i> Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p>
SS 12.2.11 Students will examine the government’s influence on economic systems through fiscal policy.	
SS 12.2.11.a Examine how governments can use taxing and spending policies to influence behavior (e.g., alcohol tax, home mortgage interest deduction)	<p>SE: For related material see: Taxation, 110, 186, 221, 224, 254, 452, 465–466; New Deal, 715</p>
SS 12.2.11.b Examine the impact of fiscal policy on budget deficits\surpluses and national debt	<p>SE: For related material see: Monopolies Dominate Industry, 519–520; Opposing Views of Big Business, 520; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p> <p><i>Topic Assessment:</i> Federal Reserve, 713; American Banks, 714; New Deal, 715; Global Economic Crisis, 886</p>
SS 12.2.11.c Examine the impact of the unemployment rate on the economy (frictional, structural, cyclical)	<p>SE: For related material see: Labor and Capital, 503; Social, Economic, and Political Changes, 506–507; The American Economy Booms, 712; The Depression Spreads Around the World, 714; Working in the Global Economy, 885–886</p>
Globalization	
SS 12.2.12 Students will evaluate how international trade benefits individuals, organizations, and nations	
SS 12.2.12.a Analyze the effects of various trade policies (e.g., identify short term/long term impacts)	<p>SE: The United States in a Global Economy, 788; European Union, 787, 792,838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.2.12.b Identify goods which are available at a lower price because of international trade	<p>SE: For related material see: The Price Revolution, 420–421; Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 10 (12. Explain the Impact), 382; Topic 13 (11. Explain the Role), 535; (17. Identify the Contributions and Influence), 536; Topic 14 (14. Identify the Characteristics), 592</p>
SS 12.2.12.c Explain how trade barriers impact the prices and quantity of goods in the domestic market	<p>SE: For related material see: The United States in a Global Economy, 788; European Union, 787, 792,838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p>
SS 12.2.13 Students will evaluate how international trade affects the domestic economy.	
SS 12.2.13.a Identify goods which are available at a lower price because of international trade	<p>SE: For related material see: The Price Revolution, 420–421; Supply and demand, 459; Cheaper Goods Lead to More Demand, 505; The American Economy Booms, 712; Overproduction and a Drop in Demand, 713; Changing Oil Prices, 886–887</p> <p><i>Topic Assessment:</i> Topic 10 (12. Explain the Impact), 382; Topic 13 (11. Explain the Role), 535; (17. Identify the Contributions and Influence), 536; Topic 14 (14. Identify the Characteristics), 592</p>
SS 12.2.13.b Explain how trade barriers impact the prices and quantity of goods in the domestic market	<p>SE: For related material see: The United States in a Global Economy, 788; European Union, 787, 792,838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 Assessment (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Geography: High School (United States/World)	
K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.	
The World in Spatial Terms	
SS 12.3.1 Students will analyze where (spatial) and why people, places, and environments are organized on the Earth’s surface.	
SS 12.3.1.a Analyze geographical information sources (e.g., map, globe, atlas, remote sensing, GPS, and GIS)	<p>SE: 21st Century Skills: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982; Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p><i>Topic Assessment:</i> Topic 1 (13. Interpret Maps to Explain Geography), 22; Topic 4 (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 (14. Locate Places and Regions), 155; Topic 7 (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 12 (1. Locate Regions), 493; Topic 20 (13. Summarize and Locate Places), 850</p>
SS 12.3.1.b Apply map scale as a geographical tool and evaluate the strengths and weaknesses of projections (e.g., large scale/small scale, Peters, Mercator, plane, conical, cylindrical)	<p>SE: For related material see: Map of the World, late 1500s, 385; World Map According to Ptolemy, 388; 21st Century Skills: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980</p>
SS 12.3.1.c Analyze mental maps and spatial relationships. (e.g., city development, urban planning based on railroads, location of natural resources)	<p>SE: For related material see: 21st Century Skills: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.1.d Apply spatial thinking to investigate issues and justify decisions. (e.g., consolidation of schools, closing of post offices)</p>	<p>SE: <i>Topic Assessment:</i> Topic 1 (13. Interpret Maps to Explain Geography), 22; Topic 4 (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 (14. Locate Places and Regions), 155; Topic 7 (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 12 (1. Locate Regions), 493; Topic 20 (13. Summarize and Locate Places), 850</p>
<p>Places and Regions</p>	
<p>SS 12.3.2 Students will examine how regions form and change over time.</p>	
<p>SS 12.3.2.a Analyze physical and human processes that shape places and regions (e.g., erosion, international trade, weathering, climate, migration, international trade)</p>	<p>SE: Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249</p> <p><i>Topic Assessment:</i> Topic 2 (16. Identify Major Causes), 58; Topic 3 (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; (6. Analyze the Influence), 9; (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 (11. Explain the Role), 535; Topic 15 (4. Describe the Major Effects of European Imperialism), 645; Topic 16 (9. Identify Importance and Locate Places and Regions), 678</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.2.b Examine the importance of places and regions to individual and social identity (e.g., nationalism, national monuments, local legends, parks, sub-cultures, nationalism, territoriality, iconography)</p>	<p>SE: This standard is met throughout the program. Examples include the following references: Cultural Diffusion, 18; Cities Become City-States, 18–19; An Ancient Heritage is Passed Along, 31; Empires in Mesopotamia, 32–39; The Silk Road, 92; The Peoples of North America, 116–120; Alexander the Great and the Legacy of Greece, 148–152; Feudalism and the Manor Economy, 198–202; Early Civilizations of Africa, 283–287; Trading States of East Africa, 294–299; Marco Polo Describes China, 325; Chinese Influences, 331, 332;</p> <p><i>Topic Assessment:</i> Topic 1 (3. Identify Origin and Diffusion), 56; <i>Topic Assessment:</i> Topic 2 (16. Identify Major Causes), 58; Topic 3 (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; (6. Analyze the Influence), 9; (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 (11. Explain the Role), 535; Topic 15 (4. Describe the Major Effects of European Imperialism), 645; Topic 16 (9. Identify Importance and Locate Places and Regions), 678</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.2.c Analyze the changes in places and regions over time (e.g., migration, urbanization, fertility and mortality, industrialization)</p>	<p>SE: Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249; Migrations Increase Diversity, 249–250; The Geography of Africa, 283–284; The Geography of Korea, 330–331; Japan’s Geography, 334–335; New Ways of Working Change Life, 500–501; Growth of the United States, 578–581; Migration of People and Ideas, 284–285; Migration, 693, 808; Landholding, 132, 159; Triangular Trade, 415; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897</p> <p><i>Topic Assessment:</i> Topic 1 (14. Analyze the Influence of Geographic Factors), 23; Topic 3 (8. Identify the Diffusion of Technology), 97; Topic 8 (1. Analyze the Influence), 305; Topic 9 (9. Identify Major Causes and Effects), 348; Topic 11 (14. Describe Effects and Explain Impact), 425; (15. Explain Development and Impact), 425; Topic 21 (17. Identify Examples), 91</p>
<p>SS 12.3.2.d Analyze the interdependence of places and regions. (e.g., international trade, NAFTA, EU)</p>	<p>SE: The United States in a Global Economy, 788; European Union, 787, 792, 838, 877, 878; Pacific Rim, 883; NAFTA, 874; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.2.e Analyze critical issues and problems of places and regions. (e.g., current events)</p>	<p>SE: This standard is met throughout the program. Examples include the following references: Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249</p> <p><i>Topic Assessment:</i> Topic 2 (16. Identify Major Causes), 58; Topic 3 (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 (6. Analyze the Influence), 9; Topic 3 (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 (11. Explain the Role), 535; Topic 15 (4. Describe the Major Effects of European Imperialism), 645; Topic 16 (9. Identify Importance and Locate Places and Regions), 678</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.2.f Apply regional analysis of geographic issues and questions. (e.g., discussing current events and issues of the day in a geographical context)</p>	<p>SE: <i>Topic Assessment:</i> Topic 1 (13. Interpret Maps to Explain Geography), 22; Topic 4 (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 (14. Locate Places and Regions), 155; Topic 7 (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 12 (1. Locate Regions), 493; Topic 20 (13. Summarize and Locate Places), 850</p> <p>Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Physical Systems	
SS 12.3.3 Students will interpret how natural processes interact to create the natural environment	
SS 12.3.3.a Identify and explain components of Earth’s physical system (i.e., atmosphere, lithosphere, biosphere, and hydrosphere)	<p>SE: This standard is met throughout the program. Examples include the following references: Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249</p> <p><i>Topic Assessment:</i> Topic 2 (16. Identify Major Causes), 58; Topic 3 (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 (6. Analyze the Influence), 9; Topic 3 (8. Identify the Diffusion of Technology), 97; (16. Identify the Origin and Diffusion), 98; Topic 13 (11. Explain the Role), 535; Topic 15 (4. Describe the Major Effects of European Imperialism), 645; Topic 16 (9. Identify Importance and Locate Places and Regions), 678</p>
SS 12.3.3.b Explain plate tectonics/continental drift and predict changes over time to the earth’s land and oceans	SE: For related material see: Volcanoes/earthquakes, 18, 335
SS 12.3.3.c Identify and explain world patterns of extreme events	SE: For related material see: Monsoons, 62–63, 79, 272, 296, 344, 349; Flooding, 335, 479–480, 663–664, 672, 799, 830; Hurricane Katrina, 891
SS 12.3.3.d Identify and explain global ocean and atmospheric systems	SE: For related material see: Monsoons, 62–63, 79, 272, 296, 344, 349; Flooding, 335, 479–480, 663–664, 672, 799, 830; Hurricane Katrina, 891

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.3.3.e Compare and contrast world climate regions	<p>SE: The Neolithic Revolution, 9–13; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Development and the Environment, 895–897</p> <p><i>Topic Assessment:</i> Topic 3 (6. Analyze the Influence), 96</p>
Human Systems	
SS 12.3.4 Students will analyze and interpret patterns of culture around the world.	
SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)	<p>SE: Map: Migrations of Homo-sapiens, 8; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Immigration, 592, 692–693, 711, 732, 757, 788, 844, 874–875, 877</p> <p><i>Topic Assessment:</i> Topic 4 (12. Compare Social Developments), 123; Topic 11 (15. Explain Development and Impact), 425; Topic 13 (9. Identify Important Changes), 534; (14. Describe Major Effects), 536</p>
SS 12.3.4.b Analyze the push and pull factors (economic, political, and cultural) driving human migration and the impacts on the source regions and destinations (e.g., the impact of migration to North America, South America, Australia and New Zealand)	<p>SE: Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Migrations Increase Diversity, 249–250; Migration of People and Ideas, 284–285; Migration, 693, 808; Triangular Trade, 415</p> <p><i>Topic Assessment:</i> Topic 3 (8. Identify the Diffusion of Technology), 97; Topic 17 (2. Describe the Spread), 735; Topic 20 (8. Identify Effects), 849</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.4.c Compare and contrast changes in human settlement patterns over time</p>	<p>SE: Map: Migrations of Homo-sapiens, 8; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869,888, 909; Immigration, 592, 692–693, 711, 732, 757, 788, 844, 874–875, 877</p> <p><i>Topic Assessment:</i> Topic 1 (11. Summarize the Impact of the Development of Farming), 22; Topic 13 (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 17 (2. Describe the Spread), 735; Topic 20 (8. Identify Effects), 849; Topic 21 (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>
<p>SS 12.3.4.d Compare and contrast internal structures of cities in developed and developing countries</p>	<p>SE: Cities Become City-States, 18–19; The First Cities, 28; Well-Planned Cities Reveal Organized Government, 64; Cities of the Maya Realm, 105; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869,888, 909</p> <p><i>Topic Assessment:</i> Topic 2 (2. Analyze the Influences of Human and Physical Geographic Factors), 56; Topic 13 (14. Describe Major Effects), 536</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.4.e Evaluate the spread of cultural traits to distinguish between convergence and divergence of cultures (e.g., convergence: spread of democratic ideas, patronage of chain coffee houses, introduction of fast food restaurants worldwide; divergence: restrictions on the change of local language)</p>	<p>SE: This standard is met throughout the program. Examples include the following references: Cultural Diffusion, 18; Cities Become City-States, 18–19; An Ancient Heritage is Passed Along, 31; Empires in Mesopotamia, 32–39; Judaism’s Legacy, 43–45; Egyptian Learning Advances, 53–55; Buddhism Spreads, 72–74; Impact of Han China, 93–94; The Silk Road, 92; Alexander the Great and the Legacy of Greece, 148–152; Marco Polo Describes China, 325; Chinese Influences, 331, 332; Reformation Ideas Spread, 370–375; The Scientific Revolution, 376–382; The Enlightenment, 455–462; Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 1 (17. Write about the Essential Question), 23; Topic 2 (8. Describe the Development of Major Religions), 56; (3. Identify Origin and Diffusion), 56; Topic 3 (12. Describe the Major Religious), 98; Topic 9 (3. Analyze Facilitation), 348; Topic 12 (20. Identify and Describe Major Effects), 496; (7. Identify the Influence and Explain the Development), 494; (20. Identify and Describe Major Effects), 496</p>
<p>SS 12.3.4.f Determine the level of development and standard of living in nations using economic, social, and demographic indicators (e.g., gross domestic product per capita, life expectancy, literacy, infant mortality)</p>	<p>SE: Gross Domestic Product, 787, 793, 891; Challenges of Development, 854–858; Challenges for African Nations, 859–864; Rapid Development in China and India, 865–869; The Industrialized World, 877–884</p> <p><i>Topic Assessment:</i> Topic 21 (1. Describe Changing Roles and Compare Geographic Distributions and Patterns), 909; (16. Summarize Impact and Use a Problem-Solving Process), 910; (18. Describe Changing Roles), 911</p>
<p>SS 12.3.4.g Evaluate the benefits and challenges of globalization (e.g., regional specialization, trade, multinational businesses, pandemics, loss of local cultures)</p>	<p>SE: Globalization and Trade, 885–889</p> <p><i>Topic Assessment:</i> Topic 21 (16. Summarize Impact and Use a Problem-Solving Process), 910</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.4.h Identify and analyze patterns of power and influence of sovereign nations and organized nation groups (e.g., NATO, United Nations, European Union)</p>	<p>SE: The United Nations is Formed, 771; NATO, 780, 783; Changes in NATO, 877-878; European Union, 878; Global Organizations and Trade Agreements, 887-888</p> <p><i>Topic Assessment:</i> Topic 19 (3. Describe Effects), 811</p>
<p>SS 12.3.4.i Identify and explain the factors that contribute to cooperation and conflict within and between countries.</p>	<p>SE: This standard is met throughout the program. Examples include the following references: Greek Wars with Persia, 138-139; The Crusades, 216-217; The Effects of the Crusades, 218-219; The Reconquista, 219-220; The Feudal Monarchs and the Church, 221-230; The Ottomans Conquer Constantinople, 278; The French Revolution, 469-477, 478-484; Changing Ways of Life and Thought, 524-533; Revolutions Sweep Europe, 540-548; Latin Americans Win Independence, 549-553; Making the Peace, 668-669; Fascism Emerges in Italy, 716-719; The Soviet Union Under Stalin, 720-727; The Rise of Nazi Germany, 728-735; A New Global Conflict, 778-786</p> <p><i>Topic Assessment:</i> Topic 7 (16. Describe Interactions), 254; (19. Locate Places and Regions), 255; (21. Analyze Information), 255; Topic 5 (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 8 (4. Explain Influences), 305; Topic 12 (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 17 (11. Identify Major Causes), 737; (12. Identify and Describe), 737; (16. Explain the Roles and Identify), 738; Topic 18 (13. Identify and Describe World War II's Impact and Describe People's Participation), 774; Topic 20 (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Human/Environment Interaction	
SS 12.3.5 Students will evaluate interrelationships between people and the environment.	
<p>SS 12.3.5.a Analyze the consequences of extreme weather and other natural disasters such as El Nino, floods, tsunamis, droughts, and volcanoes</p>	<p>SE: Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Middle America: Adapting to New Environments, 103; Chinampas, 108; The Peoples of North America, 116–120; Development and the Environment, 895–897</p> <p><i>Topic Assessment:</i> Topic 2 Assessment (16. Identify Major Causes), 58; Topic 3 Assessment (1. Identify Causes and Effects), 96; (2. Explain How Major River Valley Civilizations Influenced Development), 96; Topic 3 Assessment (6. Analyze the Influence), 9</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.5.b Evaluate ways that humans depend on, adapt to, and modify the physical environment (e.g., agriculture, water supply, raw materials for economic development, land use practices, the use of technology to overcome climate, terrain, distances, and resource availability)</p>	<p>SE: Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Building the Great Wall, 90–91; Middle America: Adapting to New Environments, 103; chinampas, 108; The Peoples of North America, 116–120; Geography Shapes Greek City-States, 1331–133; The Rise of the Roman Civilization, 168–169; Constantinople, 190–191; The Geography of Eastern Europe, 248–249; Migrations Increase Diversity, 249–250; The Geography of Africa, 283–284; The Geography of Korea, 330–331; Japan’s Geography, 334–335; New Ways of Working Chance Life, 500–501; Growth of the United States, 578–581; Migration of People and Ideas, 284–285; Migration, 693, 808; Landholding, 132, 159; Triangular Trade, 415; Globalization and Trade, 885–889; Global Challenges, 890–893; Development and the Environment, 895–897</p> <p><i>Topic Assessment:</i> Topic 1 (14. Analyze the Influence of Geographic Factors), 23; Topic 3 (8. Identify the Diffusion of Technology), 97; Topic 8 (1. Analyze the Influence), 305; Topic 9 (9. Identify Major Causes and Effects), 348; Topic 11 (14. Describe Effects and Explain Impact), 425; (15. Explain Development and Impact), 425; Topic 21 (17. Identify Examples), 91</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.5.c Evaluate successful solutions and problems related to the physical environment from a geographical perspective (e.g., the role of irrigation, contour farming and hybrid seeds in expansion of agriculture in the Midwest; the role of air conditioning in the industrialization of the South; recent global climate change theories, and evidence that supports and refutes such theories)</p>	<p>SE: The Neolithic Revolution, 9–13; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616; Geography Shapes Egypt, 46–47; Geography of the Indian Subcontinent, 62–63; Geography Influences Chinese Civilization, 81–82; Middle America: Adapting to New Environments, 103</p> <p><i>Topic Assessment:</i> Topic 1 (5. Identify Changes), 20; (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21; (8. Describe Major Effects), 21; (11. Summarize the Impact of the Development of Farming), 22</p>
<p>SS 12.3.5.d Investigate the role of technology in the supply of, and substitution for, natural resources (e.g., PVC replacing copper pipes, synthetics for natural rubber, horizontal drilling, fracking, and the use of tar sands in oil recovery)</p>	<p>SE: The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616</p> <p><i>Topic Assessment:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 10 (2. Identify Major Causes), 381; (7. Describe Major Effects), 381; Topic 13 (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 21 (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>
<p>SS 12.3.5.e Analyze the impacts of technological innovations in shaping human interaction on the physical environment (e.g., agriculture, air conditioning, desalinization)</p>	<p>SE: The Neolithic Revolution, 9–13; The Industrial Revolution Begins, 500–507; The Second Industrial Revolution, 517–523; Urbanization, 381, 499, 506, 508, 536, 664, 855, 857, 859, 862, 864, 866, 869, 888, 909; Population and Farming, 38, 64, 82, 105, 273, 396, 502, 508, 616</p> <p><i>Topic Assessment:</i> Topic 3 Assessment (8. Identify the Diffusion of Technology), 97; Topic 10 (2. Identify Major Causes), 381; (7. Describe Major Effects), 381; Topic 13 (14. Describe Major Effects), 536; (15. Identify Important Changes in Human Life), 536; Topic 21 (2. Summarize Impact), 909; (8. Describe Major Influences), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Application of Geography to Issues and Events	
SS 12.3.6 Students will analyze issues and/or events using the geographic knowledge and skills to make informed decisions.	
SS 12.3.6.a Apply geographic knowledge and skills (e.g., ask geographic questions, acquire, analyze, and present geographic information)	<p>SE: 21st Century Skills: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p> <p><i>Interactive Maps:</i> Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p><i>Topic Assessment:</i> Topic 1 (13. Interpret Maps to Explain Geography), 22; Topic 2 (16. Identify Major Causes), 58; Topic 4 (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 (14. Locate Places and Regions), 155; Topic 7 (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 9 (13. Summarize the Fundamental Ideas), 349; Topic 11 (1. Identify Major Causes and Effects and Locate Places and Regions), 424; (9. Analyze the Influence), 424; Topic 12 (13. Locate Places of Historical Significance), 495; Topic 12 (1. Locate Regions), 493; Topic 20 (13. Summarize and Locate Places), 850</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.3.6.b Identify and evaluate how geographic knowledge and geographic techniques are applied to improve our lives or solve problems (e.g., use global information systems (GIS), global positioning systems (GPS), satellite images, and maps to find the best location for a new store, identify potential customers, or determine the optimum usage of irrigation and fertilizers, mapping cases of cholera to determine that city water supply was contaminated)</p>	<p>SE: 21st Century Skills: Create Charts and Maps, 975–976; also see: Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p> <p><i>Topic Assessment:</i> Topic 1 (13. Interpret Maps to Explain Geography), 22; Topic 2 (16. Identify Major Causes), 58; Topic 4 (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 (14. Locate Places and Regions), 155; Topic 7 (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 9 (13. Summarize the Fundamental Ideas), 349; Topic 11 (1. Identify Major Causes and Effects and Locate Places and Regions), 424; (9. Analyze the Influence), 424; Topic 12 (13. Locate Places of Historical Significance), 495; Topic 12 (1. Locate Regions), 493; Topic 20 (13. Summarize and Locate Places), 850</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
History: High School (United States: Progressive Era to Present)	
K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.	
Chronological Thinking	
SS 12.4.1 (US) Students will analyze how major past and current US events are chronologically connected, and evaluate their impact(s) upon one another.	
SS 12.4.1.a (US) Describe concepts of time and chronology (e.g., Progressive Era, Expansion, World War I, The Depression, The New Deal, World War II, Cold War, Civil Rights Era, Space Exploration, Economic Boom and Recessions, Contemporary United States)	<p>SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>
SS 12.4.1.b (US) Select, record, and interpret key national and global events in chronological order (e.g., timelines with eras and selected key event)	<p>SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876; also see: Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>
SS 12.4.1.c (US) Examine the chronology of historical events in the United States and throughout the world to evaluate their impact on the past, present, and future	<p>SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Historical Comprehension	
SS 12.4.2 (US) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon US history using multiple types of sources.	
<p>SS 12.4.2.a (US) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., 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; Progressive Era: Teddy Roosevelt, <i>The Jungle</i>, Elizabeth Cady Stanton, suffrage; World War I: Woodrow Wilson, League of Nations, Harlem Renaissance, Jazz, Prohibition, The Depression: Franklin Delano Roosevelt; World War II: Dwight Eisenhower, internment camps, Holocaust; Cold War: Marshall Plan, John F. Kennedy, Eleanor Roosevelt, Korea, Vietnam, Ronald Reagan; Civil Rights Era: Martin Luther King, Jr., Malcolm X, NAACP, AIM, Cesar Chavez, Supreme Court decisions such as Brown v. Board of Education, key legislation; Contemporary United States: patriotism, Watergate, Sandra Day O'Connor, Clarence Thomas, fall of the Berlin Wall, Colin Powell, 9/11, Steve Jobs, Bill Gates)</p>	<p>SE: The American Revolution, 463–468; The United States Wields Power and Influence, 640–642; The United States Enters the War, 665–666; The League of Nations, 670, 711–712; U.S. Involvement in the War, 752–753; A Second Front in Europe, 763–765; The Truman Doctrine, 779–780; The Marshall Plan, 780; The Nuclear Arms Race, 782; The Cold War Around the World, 783–784; The United States in the Cold War, 785–786; Rebuilding Western Europe, 790–792; The United States Enters the War, 801–802; The Vietnam War Ends, 802–803; U.S.-Latin American Relations, 874–875; The U.S. Response to Terrorism, 901–903</p> <p><i>Topic Assessment:</i> Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (10. Explain Significance), 678; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811; Topic 21 (4. Explain the Role), 909; (7. Summarize Reasons), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.2.b (US) Analyze and evaluate how the United States has changed over the course of time, using maps, documents, and other artifacts</p>	<p>SE: Territorial Gains, 578; Map: Expansion of the United States, 1783-1898, 579; Military Might in the Philippines, 632; Strategic Holdings in the Pacific Islands, 632-633; The United States Wields Power and Influence, 640-642; The Cold War Around the World, 783-784; The United States in the Cold War, 785-786; Rebuilding Western Europe, 790-792; The United States Enters the War, 801-802; U.S.-Latin American Relations, 874-875</p> <p><i>Topic Assessment:</i> Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (10. Explain Significance), 678; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811; Topic 21 (4. Explain the Role), 909; (7. Summarize Reasons), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.2.c (US) Analyze and evaluate the appropriate uses of primary and secondary sources</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Critical Thinking:</i> Assess Credibility, 686; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Topic 1 (7. Identify Major Causes of Events), 21; Topic 6 (5. Describe a Major Cultural Influence), 185; Topic 7 (23. Create Presentations), 255; Topic 9 (5. Identify the Origin and Diffusion), 348; Topic 10 (12. Explain the Impact), 382; Topic 12 (6. Explain the Political Philosophies), 493; (9. Explain Political Philosophies of Individuals), 494; (23. Create Visual Presentations), 496; Topic 14 (8. Describe How People Participated), 591; (13. Identify the Influence), 592; Topic 15 (13. Explain the Roles of Transportation Technology), 646; Topic 18 (3. Explain Roles of World Leaders), 773; Topic 19 (3. Describe Effects), 811; Topic 21 (3. Identify Major Causes), 909</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Multiple Perspectives	
SS 12.4.3 (US) Students will analyze and evaluate historical and current events from multiple perspectives.	
SS 12.4.3.a (US) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of US history (e.g., Immigration, early 20th Century African American leaders, World Wars, international trade agreements, women’s rights)	SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984 <i>Topic Assessment:</i> Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
SS 12.4.3.b (US) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Equal Rights Amendment, Martin Luther King, Jr.'s "I Have a Dream" speech, Franklin Delano Roosevelt's Declaration of War speech, the Pentagon Papers)	SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984 <i>Topic Assessment:</i> Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
Historical Analysis and Interpretation	
SS 12.4.4 (US) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	
SS 12.4.4.a (US) Compare and evaluate contradictory historical narratives of Twentieth-Century U.S. History through determination of credibility, contextualization, and corroboration	SE: <i>Topic Assessment:</i> Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.4.4.b (US) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>What are the possible outcomes of peace treaties?</i>)	SE: Topic Assessment: Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
SS 12.4.4.c (US) Evaluate how decisions affected events in the United States (e.g., Supreme Court Decisions, revolutions, alliances, treaties)	SE: Topic Assessment: Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
SS 12.4.4.d (US) Analyze and evaluate multiple causes and effects of key events in US history (e.g., World Wars I and II, Korean Conflict, Cuban Missile Crisis, assassination of political leaders, Vietnam Conflict, Middle East Peace Efforts, 9/11 and other acts of terrorism)	SE: The American Revolution, 463–468; The United States Wields Power and Influence, 640–642; The United States Enters the War, 665–666; The League of Nations, 670, 711–712; U.S. Involvement in the War, 752–753; A Second Front in Europe, 763–765; The Truman Doctrine, 779–780; The Marshall Plan, 780; The Nuclear Arms Race, 782; The Cold War Around the World, 783–784; The United States in the Cold War, 785–786; Rebuilding Western Europe, 790–792; The United States Enters the War, 801–802; The Vietnam War Ends, 802–803; U.S.-Latin American Relations, 874–875; The U.S. Response to Terrorism, 901–903 <i>Topic Assessment:</i> Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (10. Explain Significance), 678; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811; Topic 21 (4. Explain the Role), 909; (7. Summarize Reasons), 909

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.4.e (US) Evaluate the relationships among historical events in the United States and the students' lives today (i.e., current events)</p>	<p>SE: The American Revolution, 463–468; The United States Wields Power and Influence, 640–642; The United States Enters the War, 665–666; The League of Nations, 670, 711–712; U.S. Involvement in the War, 752–753; A Second Front in Europe, 763–765; The Truman Doctrine, 779–780; The Marshall Plan, 780; The Nuclear Arms Race, 782; The Cold War Around the World, 783–784; The United States in the Cold War, 785–786; Rebuilding Western Europe, 790–792; The United States Enters the War, 801–802; The Vietnam War Ends, 802–803; U.S.-Latin American Relations, 874–875; The U.S. Response to Terrorism, 901–903</p> <p><i>Topic Assessment:</i> Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (10. Explain Significance), 678; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811; Topic 21 (4. Explain the Role), 909; (7. Summarize Reasons), 909</p>
<p>Historical Research Skills</p>	
<p>SS 12.4.5 (US) Students will develop historical research skills.</p>	
<p>SS 12.4.5.a (US) Develop questions about United States history</p>	<p>SE: <i>Topic Assessment:</i> Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.4.5.b (US) Obtain, analyze, evaluate, and cite appropriate sources for research about Twentieth-Century U.S. History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)	SE: Topic Assessment: Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
SS 12.4.5.c (US) Gather historical information about the United States (e.g., document archives, artifacts, newspapers, interviews)	SE: Topic Assessment: Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
SS 12.4.5.d (US) Present an evaluation of historical information about the United States (e.g., pictures, posters, oral/written narratives, and electronic presentations)	SE: Topic Assessment: Topic 12 (22. Identify the Influence of Ideas), 496; Topic 14 (10. Describe How People Have Participated), 591; Topic 15 (12. Explain the Roles of Military Technology), 646; Topic 16 (6. Describe Participation), 677; Topic 17 (6. Summarize Causes), 735; (7. Explain the Responses and Analyze Information), 736; Topic 18 (6. Explain Roles of World Leaders), 773; Topic 19 (8. Identify Events), 811
High School (World: 1000 CE to Present)	
Chronological Thinking	
SS 12.4.1 Students will analyze how major past and current world events are chronologically connected, and evaluate their impact(s) upon one another.	
SS 12.4.1.a (WLD) Describe concepts of time and chronology (e.g., Middle Ages, Global Interaction, Age of Revolutions, Global Conflict and Achievement, Contemporary World)	SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876 <i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.4.1.b (WLD) Select, record, and interpret key global events in chronological order (e.g., timelines with eras and selected key event)	<p>SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>
SS 12.4.1.c (WLD) Examine the chronology of historical events throughout the world to evaluate their impact on the past, present, and future	<p>SE: Analyze Timeline, 7, 20, 166, 731, 744; Sequence, 72, 74, 259, 623, 683, 876</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>
Historical Comprehension	
SS 12.4.2 (WLD) Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources.	
SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)	<p>SE: This standard is met throughout the program. Examples include the following references: Cultural Diffusion, 18; Cities Become City-States, 18–19; An Ancient Heritage is Passed Along, 31; Empires in Mesopotamia, 32–39; Judaism’s Legacy, 43–45; Egyptian Learning Advances, 53–55; Buddhism Spreads, 72–74; Impact of Han China, 93–94; The Silk Road, 92; Alexander the Great and the Legacy of Greece, 148–152; Marco Polo Describes China, 325; Chinese Influences, 331, 332; Reformation Ideas Spread, 370–375; The Scientific Revolution, 376–382; The Enlightenment, 455–462; Globalization and Trade, 885–889</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

<p align="center">Nebraska State Board of Education Social Studies Standards</p>	<p align="center">World History ©2016</p>
<p>(Continued) SS 12.4.2.a (WLD) Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world (e.g., Middle Ages: Charlemagne, Reformation, Mongol Empire, Renaissance; Global Interaction: Columbian Exchange; Trans-Atlantic Slave Trade, Montezuma; Age of Revolutions: French Revolution, Industrial Revolution, Simon Bolivar; Global Conflict and Achievement: Imperialism, World War I; World War II, Holocaust, failure of Nazism/Fascism, Einstein, Cold War; Contemporary World: Decolonization, fall of Communism, Democracy Movements, Mohandas Gandhi, Nelson Mandela, globalization)</p>	<p>(Continued) SE: <i>Topic Assessment:</i> Topic 1 (17. Write about the Essential Question), 23; Topic 2 (8. Describe the Development of Major Religions), 56; (3. Identify Origin and Diffusion), 56; Topic 3 (12. Describe the Major Religious), 98; Topic 9 (3. Analyze Facilitation), 348; Topic 12 (20. Identify and Describe Major Effects), 496; (7. Identify the Influence and Explain the Development), 494; (20. Identify and Describe Major Effects), 496</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
SS 12.4.2.b (WLD) Analyze and evaluate how global civilizations have changed over the course of time, using maps, documents, and other artifacts	<p>SE: <i>Interactive Maps:</i> Analyze Maps, 8, 15, 27, 35, 36, 38, 41, 44, 47, 49, 63, 73, 77, 92, 103, 105, 117, 139, 149, 159, 161, 169, 170, 181, 191, 193, 195, 196, 209, 217, 219, 225, 227, 229, 232, 242, 247, 248, 250, 265, 269, 281, 289, 295, 311, 324, 331, 335, 345, 354, 387, 401, 403, 409, 415, 431, 438, 442, 444, 464, 479, 487, 491, 503, 506, 545, 547, 553, 555, 579, 585, 605, 610, 621, 639, 643, 654, 657, 660, 669, 675, 691, 701, 703, 724, 733, 749, 752, 755, 763, 764, 767, 781, 784, 798, 802, 807, 819, 827, 834, 838, 842, 845, 871, 878, 881, 882, 883, 887, 891</p> <p><i>21st Century Skills:</i> Read Physical Maps, 977–978; Read Political Maps, 978–979; Read Special-Purpose Maps, 979–980; Use Parts of a Map, 981–982</p> <p><i>Topic Assessment:</i> (activities involving maps and spatial data), Topic 1 Assessment (13. Interpret Maps to Explain Geography), 22; Topic 2 Assessment (16. Identify Major Causes), 58; Topic 4 Assessment (7. Create and Interpret Thematic Maps), 122; (13. Interpret Thematic Maps and Compare Political Developments), 123; Topic 5 Assessment (14. Locate Places and Regions), 155; Topic 7 Assessment (14. Interpret Thematic Maps), 254; (19. Locate Places and Regions), 255; Topic 9 Assessment (13. Summarize the Fundamental Ideas), 349; Topic 11 Assessment (1. Identify Major Causes and Effects and Locate Places and Regions), 424; (9. Analyze the Influence), 424; Topic 12 Assessment (13. Locate Places of Historical Significance), 495; Topic 12 Assessment (1. Locate Regions), 493; Topic 20 Assessment (13. Summarize and Locate Places), 850</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.2.c (WLD) Analyze and evaluate the appropriate uses of primary and secondary sources</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>Topic Assessment: Research Activities</i> (examples): Topic 1 (7. Identify Major Causes of Events), 21; Topic 6 (5. Describe a Major Cultural Influence), 185; Topic 7 (23. Create Presentations), 255; Topic 9 (5. Identify the Origin and Diffusion), 348; Topic 10 (12. Explain the Impact), 382; Topic 12 (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 (8. Describe How People Participated), 591</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Multiple Perspectives	
SS 12.4.3 (WLD) Students will analyze and evaluate historical and current events from multiple perspectives.	
<p>SS 12.4.3.a (WLD) Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)</p>	<p>SE: Critical Thinking: Recognize Ideologies, 322, 380; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889</p> <p><i>21st Century Skills:</i> Interpret Sources, 972; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.3.b (WLD) Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g., Magna Carta, Narrative of the Life of Olaudah Equiano, Lin Zexu’s letter to Queen Victoria preceding the Opium War, Nuremberg Laws)</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>Topic Assessment: Research Activities</i> (examples): Topic 1 (7. Identify Major Causes of Events), 21; Topic 6 (5. Describe a Major Cultural Influence), 185; Topic 7 (23. Create Presentations), 255; Topic 9 (5. Identify the Origin and Diffusion), 348; Topic 10 (12. Explain the Impact), 382; Topic 12 (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 (8. Describe How People Participated), 591</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Historical Analysis and Interpretation	
SS 12.4.4 (WLD) Students will identify and evaluate the effects of past, current, and potential future events, issues, and problems.	
SS 12.4.4.a (WLD) Compare and evaluate contradictory historical narratives of Modern World History through determination of credibility, contextualization, and corroboration	<p>SE: Critical Thinking: Assess Credibility, 686; Recognize Ideologies, 322, 380; Identify Bias, 333; Compare Points of View, 110, 423, 669, 708, 712, 719, 794, 804, 847, 889</p> <p><i>21st Century Skills:</i> Interpret Sources, 972; Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984</p> <p><i>Primary Sources are embedded within the text (examples):</i> 145–146, 180, 204, 217, 274, 331, 366, 447, 555, 657, 746, 749, 755, 801</p> <p><i>Topic Assessment:</i> Primary Sources exist in blue for many activities: Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p> <p><i>Primary Sources:</i> Primary Sources, Primary Sources, 936–962</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.4.b (WLD) Evaluate and formulate a position on alternative courses of action in United States and around the globe (e.g., <i>How does conflict impact political borders?</i>)</p>	<p>SE: 21st Century Skills: Solve Problems, 989–990; Make Decisions, 990–991; Political Participation, 992; Voting, 992–993; Serving on a Jury, 993–994</p> <p>Express Problems Clearly, 409, 834, 840, 869; Solve Problems, 115, 706</p> <p><i>Consider Citizen Participation:</i> Topic 6 Assessment (3. Describe the Responsibilities of Citizens and Noncitizens), 185; Topic 14 Assessment (7. Identify Influence and Describe Participation), 591; (8. Describe How People Participated), 591; (9. Describe People's Participation), 591; (10. Describe How People Have Participated), 591; Topic 16 Assessment (6. Describe Participation), 677;</p> <p><i>Making Decisions:</i> Topic 1 Assessment (8. Describe Major Effects), 21; Topic 17 Assessment (10. Describe People's Participation and Use Decision-Making Process), 736; Topic 20 Assessment (2. Summarize Reasons and Use a Decision-Making Process), 848</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.4.c (WLD) Evaluate how decisions affected events across the world (e.g., revolutions, alliances, treaties)</p>	<p>SE: This standard is met throughout the program. Examples include the following references: Greek Wars with Persia, 138–139; The Crusades, 216–217; The Effects of the Crusades, 218–219; The Reconquista, 219–220; The Feudal Monarchs and the Church, 221–230; The Ottomans Conquer Constantinople, 278; The French Revolution, 469–477, 478–484; Changing Ways of Life and Thought, 524–533; Revolutions Sweep Europe, 540–548; Latin Americans Win Independence, 549–553; Making the Peace, 668–669; Fascism Emerges in Italy, 716–719; The Soviet Union Under Stalin, 720–727; The Rise of Nazi Germany, 728–735; A New Global Conflict, 778–786</p> <p><i>Topic Assessment:</i> Topic 7 (16. Describe Interactions), 254; (19. Locate Places and Regions), 255; (21. Analyze Information), 255; Topic 5 (5. Describe Rights and Analyze Information), 153; (6. Identify Influence of Ideas), 154; (7. Summarize Development), 154; Topic 8 (4. Explain Influences), 305; Topic 12 (17. Assess the Degree), 495; (22. Identify the Influence of Ideas), 496; Topic 17 (11. Identify Major Causes), 737; (12. Identify and Describe), 737; (16. Explain the Roles and Identify), 738; Topic 18 (13. Identify and Describe World War II's Impact and Describe People's Participation), 774; Topic 20 (4. Identify Examples), 848; (9. Summarize Reasons), 849; Topic 21 (6. Explain the Significance), 909; (10. Identify Examples), 910; (17. Identify Examples), 911</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.4.d (WLD) Analyze and evaluate multiple causes and effects of key events in world history (e.g., Black Death, Ming exploration, Industrial Revolution, totalitarianism, acts of terrorism)</p>	<p>SE: Identify Cause and Effect, 45, 68, 74, 130, 147, 172, 202, 262, 282, 287, 293, 299, 304, 315, 329, 342, 344, 347, 355, 358, 363, 375, 380, 391, 396, 398, 401, 414, 416, 418, 420, 423, 436, 439, 443, 445, 449, 468, 477, 482, 484, 488, 504, 507, 513, 518, 519, 531, 533, 588, 590, 601, 607, 608, 613, 616, 618, 623, 625, 629, 634, 635, 637, 640, 642, 644, 653, 655, 658, 661, 670, 672, 676, 686, 688, 693, 695, 697, 700, 704, 709, 712, 715, 719, 723, 727, 734, 765, 781, 794, 809, 810, 824, 826, 840, 847, 864, 867, 868, 869, 873, 876, 881, 883, 884, 887, 903, 908</p> <p><i>Topic Assessment:</i> Topic 1 (4. Identify Major Causes of Events), 20; (7. Identify Major Causes of Events), 21</p>
<p>SS 12.4.4.e (WLD) Evaluate the relationships among historical events across the globe and the students' lives today (i.e., current events)</p>	<p>SE: Essential Question, 2, 24, 60, 100, 124, 156, 188, 256, 308, 350, 384, 426, 498, 538, 594, 648, 680, 740, 776, 814, 852; Topic Assessment, 20–23, 56–58, 96–98, 121–123, 153–155, 185–186, 253–255, 305–306, 348–349, 381–382, 424–425, 493–496, 534–536, 591–592, 645–646, 677–678, 735–738, 773–774, 811–812, 848–849, 909–911</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
Historical Research Skills	
SS 12.4.5 (WLD) Students will develop historical research skills.	
SS 12.4.5.a (WLD) Develop questions about World history.	<p>SE: <i>Write About the Essential Question:</i> Students have opportunities to re-examine the Essential Question at the conclusion of each Topic Assessment. See pages Topic 1 Assessment (Write About the Essential Question), 23; Topic 2 Assessment (Write About the Essential Question), 58; Topic 3 Assessment (Write About the Essential Question), 98; Topic 4 Assessment (Write About the Essential Question), 123; Topic 5 Assessment (Write About the Essential Question), 155; Topic 6 Assessment (Write About the Essential Question), 186; Topic 7 Assessment (Write About the Essential Question), 255; Topic 8 Assessment (Write About the Essential Question), 306; Topic 9 Assessment (Write About the Essential Question), 349; Topic 10 Assessment (Write About the Essential Question), 382; Topic 11 Assessment (Write About the Essential Question), 425; Topic 12 Assessment (Write About the Essential Question), 496; Topic 13 Assessment (Write About the Essential Question), 536; Topic 14 Assessment (Write About the Essential Question), 592; Topic 15 Assessment (Write About the Essential Question), 646; Topic 16 Assessment (Write About the Essential Question), 678; Topic 17 Assessment (Write About the Essential Question), 738; Topic 18 Assessment (Write About the Essential Question), 774; Topic 19 Assessment (Write About the Essential Question), 812; Topic 20 Assessment (Write About the Essential Question), 849; Topic 21 Assessment (Write About the Essential Question), 911</p> <p><i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.5.b (WLD) Obtain, analyze, evaluate, and cite appropriate sources for research about Modern World History, incorporating primary and secondary sources (e.g., Cite sources using a prescribed format.)</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>Topic Assessment: Research Activities</i> (examples): Topic 1 (7. Identify Major Causes of Events), 21; Topic 6 (5. Describe a Major Cultural Influence), 185; Topic 7 (23. Create Presentations), 255; Topic 9 (5. Identify the Origin and Diffusion), 348; Topic 10 (12. Explain the Impact), 382; Topic 12 (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 (8. Describe How People Participated), 591</p>

**A Correlation of Pearson World History, ©2016 to the
Nebraska Social Studies Standards**

Nebraska State Board of Education Social Studies Standards	World History ©2016
<p>SS 12.4.5.c (WLD) Gather historical information about the world (e.g., document archives, artifacts, newspapers, interviews)</p>	<p>SE: <i>21st Century Skills:</i> Analyze Primary and Secondary Sources, 982–983; Compare Viewpoints, 983–984; Identify Bias, 984–985; Evaluate Existing Arguments, 985–986; Consider and Counter Opposing Arguments, 986</p> <p><i>Critical Thinking Questions:</i> Assess Credibility, 686; Cite Evidence, 13, 19, 65, 115, 147, 277, 346, 369, 391, 479, 486, 507, 516, 548, 564, 601, 629, 665, 686, 772, 786, 840, 847, 879; Support a Point of View with Evidence, 436, 617; Support Ideas with Evidence, 203, 572, 661, 889; Support Ideas with Examples, 45, 120, 176, 208, 210, 729, 734</p> <p><i>Topic Assessment: Research Activities</i> (examples): Topic 1 (7. Identify Major Causes of Events), 21; Topic 6 (5. Describe a Major Cultural Influence), 185; Topic 7 (23. Create Presentations), 255; Topic 9 (5. Identify the Origin and Diffusion), 348; Topic 10 (12. Explain the Impact), 382; Topic 12 (6. Explain the Political Philosophies), 493; (23. Create Visual Presentations), 496; Topic 14 (8. Describe How People Participated), 591</p>
<p>SS 12.4.5.d (WLD) Present an evaluation of historical information about the world (e.g., pictures, posters, oral/written narratives, and electronic presentations)</p>	<p>SE: <i>21st Century Skills:</i> Give an Effective Presentation, 987–988</p> <p><i>Topic Assessment:</i> Topic 7 (23. Create Presentations), 255; Topic 12 (23. Create Visual Presentations), 496</p>