

Houghton Mifflin Harcourt
Modern World History © 2018

correlated to the

Nebraska Social Studies Standards (2019):
High School History: World History (500 CE – Present)

| Standard | Descriptor | Citations |
|---|--|--|
| World History (500 CE – Present) | | |
| Change, Continuity, and Context | | |
| HS.4.1 (WLD) | Analyze and evaluate patterns of continuity and change over time in world history. | |
| SS HS.4.1.a (WLD) | Evaluate the cause and effect of historical events in the world. <i>For example: How did the rise of totalitarianism lead to war?</i> | SE/TE: 47, 177, 363, 581, 627, 682, 899, 996 |
| SS HS.4.1.b (WLD) | Select, record, and interpret key global events in chronological order. <i>For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events</i> | SE/TE: 98, 143, 329, 455, 566–567, 595, 650, 769 |
| SS HS.4.1.c (WLD) | Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world. <i>For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration</i> | SE/TE: 115, 189, 359, 429, 561, 627, 652, 656 |
| Multiple Perspectives | | |
| SS HS.4.2 (WLD) | Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. | |

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| SS HS.4.2.a (WLD) | Identify and evaluate how considering multiple perspectives facilitates an understanding of history. <i>For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution</i> | SE/TE: 131, 174, 291, 412, 451, 492, 529, 627 |
| SS HS.4.2.b (WLD) | Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event. <i>For example: compare accounts from colonizers and colonized, impact of trade on different population groups</i> | SE/TE: 65, 325, 413, 585, 613, 621, 652, 711 |
| SS HS.4.3 (WLD) | Examine historical events from the perspectives of diverse groups. | |
| SS HS.4.3.a (WLD) | Identify how differing experiences can lead to the development of perspectives. <i>For example: diverse groups of historical figures and examples from political, religious, and ethnic groups</i> | SE/TE: 131, 174, 291, 314, 412, 529, 619, 621 |
| SS HS.4.3.b (WLD) | Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently. <i>For example: diverse groups of historical actors and examples from national, religious, and ethnic groups</i> | SE/TE: 65, 174, 215, 314, 348, 412, 583, 887 |
| Historical Analysis and Interpretation | | |
| SS HS.4.4 (WLD) | Evaluate sources for perspective, limitations, accuracy, and historical context. | |
| SS HS.4.4.a (WLD) | Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. <i>For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art</i> | SE/TE: 65, 201 MC1–201 MC2, 365, 517, 585, 613, 657, 981 |
| SS HS.4.4.b (WLD) | Evaluate strengths and limitations of a variety of primary and secondary historical sources. <i>For example: written and visual documents</i> | SE/TE: 65, 201, 365, 585, 657, 683, 711, 739 |

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| SS HS.4.4.c (WLD) | Determine the relationship between multiple causes and effects of events and developments in the past. <i>For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements</i> | SE/TE: 37, 89, 115, 201, 337, 513, 887, 1033 |
| SS HS.4.4.d (WLD) | Synthesize the relationships among historical events in the world and relevant contemporary issues. <i>For example: current events from various international news sources</i> | SE/TE: 77, 444, 477, 513, 739, 817, 887, 1064 |
| Historical Inquiry and Research | | |
| SS HS.4.5 (WLD) | Apply the inquiry process to construct and answer historical questions. | |
| SS HS.4.5.a (WLD) | Construct meaningful questions that initiate an inquiry. <i>For example: “Can peace lead to war?”</i> | SE/TE: 37, 201, 210, 305, 365, 429, 711, R19 |
| SS HS.4.5.b (WLD) | Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources. <i>For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.</i> | SE/TE: 159, 201, 251, 365, 435, 513, 547, 887 |
| SS HS.4.5.c (WLD) | Select, organize, and corroborate relevant historical information about selected topics in world history. <i>For example: Compare the sources and determine an initial answer to the inquiry.</i> | SE/TE: 159, 201, 251, 365, 513, 585, 845, 887 |
| SS HS.4.5.d (WLD) | Synthesize historical information to create new understandings. <i>For example: Compare the answer students have created to secondary sources and potentially revise students’ answers.</i> | SE/TE: 13, 331, 251, 591, 652, 711, 929 |
| SS HS.4.5.e (WLD) | Communicate inquiry results within a historical context. <i>For example: Provide an evidence-based answer to the inquiry, “How do countries make decisions about war and peace?”</i> | SE/TE: 159, 305, 435, 513, 585, 663, 739, 887 |