

**Houghton Mifflin Harcourt**  
**World History ©2018**

**correlated to the**

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

Standard	Descriptor	Citations
<b>World History (500 CE – Present)</b>		
<i>Change, Continuity, and Context</i>		
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: 50, 167, 239, 329, 857, 997, 1135, 1159
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: 181, 407, 593, 685, 805, 825, 999, 1159
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: 182–187, 199, 239, 283, 318, 431, 589, 791
<i>Multiple Perspectives</i>		
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.	
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: 404, 595, 722, 759, 813, 825, 849, 851

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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: 236, 295, 405, 813, 851, 991, 1263, 1327
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: 136, 201, 404, 722, 759, 825, 849, 851
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: 132, 156, 681, 722, 759, 815, 849, 982
<b><i>Historical Analysis and Interpretation</i></b>		
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: 239 MC1–239 MC2, 295, 431 MC1–431 MC2, 595, 851, 999MC1–999 MC2, 1016–1017, 1075
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: 236, 431, 595, 743, 843, 851, 1075, 1211
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: 287, 307, 429, 578, 595, 777, 788, 821

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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: 66, 189, 300, 425, 674, 707, 784, 821
<b><i>Historical Inquiry and Research</i></b>		
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: 440, 535, R19 TE Only: 2, 308, 568, 942, 1160
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: 145, 431, 595, 743, 999, 1075, 1211, 1263
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: 595, 743, 999, 1075, 1159, 1211, 1327
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: 79, 207, 431, 595, 738, 851, 999, 1174
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: 79, 239, 431, 595, 743, 857, 999, 1159