

**Houghton Mifflin Harcourt  
Global Geography ©2019**

**correlated to the**

**Nebraska Social Studies Standards: High School Geography (2019)**

Standard	Descriptor	Citations
<b>High School Geography</b>		
<i>Location and Place</i>		
SS HS.3.1	Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.	
SS HS.3.1.a	Determine spatial organization of human settlements in relation to natural features. <i>For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks</i>	SE/TE: 80–82, 157–158, 278–280, 355–356, 438–440, 442–443, 525–527, 730–732
SS HS.3.1.b	Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes. <i>For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use</i>	SE/TE: 88–90, 93, 117–122, 136, 282–285, 353–326, 424–427, 495–499, 580–581, 628–631, 698–701
<b>Regions</b>		
SS HS.3.2	Evaluate how regions form and change over time.	SE/TE: 145–149, 166–169, 230–235, 319–321, 385–387, 532–535, 705–706, 718–723
SS HS.3.2.a	Analyze physical and human processes that shape places and regions. <i>For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections</i>	SE/TE: 135–139, 155–158, 296–301, 310–312, 319–321, 326–329, 432–433, 661–663

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<b>Standard</b>	<b>Descriptor</b>	<b>Citations</b>
SS HS.3.2.b	Examine the importance of places and regions to individual and social identity and how identities change over space and time. <i>For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)</i>	SE/TE: 142–143, 161–162, 176–178, 180–183, 446–447, 508–509, 370–371, 385–387
SS HS.3.2.c	Evaluate the interdependence of places and regions. <i>For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory</i>	SE/TE: 160, 220, 252–255, 321, 326–329, 370–371, 461–463, 665–667, 707
<b><i>Human-Environment Interactions</i></b>		
SS HS.3.3	Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.	
SS HS.3.3.a	Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. <i>For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect</i>	SE/TE: 27–29, 32–36, 37–41, 42–45, 49–53, 69, 150–151, 520–521, 597–603
SS HS.3.3.b	Evaluate how humans have utilized and adapted to their physical environment. <i>For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification</i>	SE/TE: 91–95, 210–211, 245–247, 228–229, 282–285, 323–325, 392–395, 529–531
<b><i>Movement</i></b>		
SS HS.3.4	Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.	

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SS HS.3.4.a	<p>Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p><i>For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert’s Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography</i></p>	SE/TE: 78–82, 142–143, 180–181, 370–371, 461–463, 525–527, 593–595, 670–671
SS HS.3.4.b	<p>Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p><i>For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism</i></p>	SE/TE: 71–77, 135–136, 142–143, 161–162, 180–183, 252–255, 468–471, 730–732
SS HS.3.4.c	<p>Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p><i>For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology</i></p>	SE/TE: 249–251, 311–312, 319–321, 361–363, 431–433, 443–444, 532–535, 567–569, 600–603
<b><i>Geospatial Skills and Geo-literacy</i></b>		
SS HS.3.5	Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.	
SS HS.3.5.a	<p>Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p><i>For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan</i></p>	SE/TE: 182–183, 185, 254–255, 380–381, 394–395, 419, 596, 670–671

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SS HS.3.5.b	<p>Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.  <i>For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).</i></p>	SE/TE: 2–3, 4, 11–13, 14, 248, 501, 733, 737
SS HS.3.5.c	<p>Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.  <i>For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections</i></p>	SE/TE: 6, 13, 19, 23, 179, 248, 281, 391, 419