



This correlation list shows how *Native American Timeline* is aligned to Social Studies Standards.

**History-Social Science Content Standards**

**Continuity and Change**

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

**A Changing State**

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in South, Southwest United States.

4.2 Students describe the social, political, cultural, and economic life and interactions among people from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

**United States History and Geography: Making a New Nation**

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.

**Historical and Social Sciences Analysis Skills**

1 Chronological and Spatial Thinking

2 Research, Evidence, and Point of View

3 Historical Interpretation

**United States History and Geography: Growth and Conflict**

8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.