

**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: History	Strand 1: History						
		SS.K.01A Explain the reasons for national patriotic holidays such as Presidents' Day, Veterans Day, and Independence Day.	SS.1.01A Describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day.	SS.2.01A Explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.			
		SS.K.01B Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.	SS.1.01B Compare the observance of holidays and celebrations, past and present.	SS.2.01B Identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.			
			SS.1.03A Distinguish among past, present, and future.	SS.2.02A Describe the order of events by using designations of time periods such as historical and present times.	SS.3.03A Use vocabulary related to chronology, including past, present, and future times.		
	VII.A.3. Child organizes their life around events, time, and routines.	SS.K.03B Use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow.	SS.1.03B Describe and measure calendar time by days, weeks, months, and years.	SS.2.02B Apply vocabulary related to chronology, including past, present, and future.	SS.3.03C Apply the terms year, decade, and century to describe historical times.		
		SS.K.03A Place events in chronological order.	SS.1.03C Create a calendar and simple timeline.	SS.2.02C Create and interpret timelines for events in the past and present.	SS.3.03B Create and interpret timelines.		
			SS.2.03A Identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources.				



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Strand 1: History				SS.2.03B Describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.			
						SS.4.01A Explain the possible origins of American Indian groups in Texas and North America.	
						SS.4.01B Identify American Indian groups in Texas and North America before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano.	
						SS.4.01C Describe the regions in which American Indians lived and identify American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo.	
					SS.3.02C Compare ways in which various other communities meet their needs.	SS.4.01D Compare the ways of life of American Indian groups in Texas and North America before European exploration.	
					AR SS.3.02A Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.	AR SS.4.02A Summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion.	AR SS.5.01A Explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom and economic gain.



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Strand 1: History			SS.1.02B Identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness.	SS.2.04B Identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness.	SS.3.01C Describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.	SS.4.02B Identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavalier, Sieur de la Salle, on the settlement of Texas.	SS.5.01B Describe the accomplishments of significant individuals during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, John Wise, and Roger Williams.
						SS.4.02C Explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals such as José de Escandón.	
						SS.4.02D Identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas.	
						SS.4.02E Identify the accomplishments and explain the economic motivations and impact of significant empresarios, including Stephen F. Austin and Martín de León, on the settlement of Texas.	
						AR SS.4.03A Analyze the causes, major events, and effects of the Texas Revolution, including the Battle of the Alamo, the Texas Declaration of Independence, the Runaway Scrape, and the Battle of San Jacinto.	AR SS.5.02A Identify and analyze the causes and effects of events prior to and during the American Revolution, including the French and Indian War and the Boston Tea Party.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 1: History		SS.K.02B Identify contributions of patriots and good citizens who have shaped the community.	SS.1.02C Compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation.	SS.2.04C Explain how people and events have influenced local community history.	SS.3.01A Describe how individuals, events, and ideas have changed communities, past and present.	<p>SS.4.03B Summarize the significant contributions of individuals such as Texians William B. Travis, James Bowie, David Crockett, George Childress, and Sidney Sherman; Tejanos Juan Antonio Padilla, Carlos Espalier, Juan N. Seguín, Plácido Benavides, and José Francisco Ruiz; Mexicans Antonio López de Santa Anna and Vicente Filisola; and non-combatants Susanna Dickinson and Enrique Esparza.</p> <p>SS.4.03C Identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones.</p>	SS.5.02B Identify the Founding Fathers and Patriot heroes, including John Adams, Samuel Adams, Benjamin Franklin, Nathan Hale, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period.
						AR SS.4.03D Describe the successes, problems, and organizations of the Republic of Texas such as the establishment of a constitution, economic struggles, relations with American Indians, and the Texas Rangers.	AR SS.5.02C Summarize the results of the American Revolution, including the establishment of the United States and the development of the U.S. military.
						AR SS.3.02B Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.	AR SS.4.03E Explain the events that led to the annexation of Texas to the United States, including the impact of the U.S.-Mexican War.



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Strand 1: History							AR SS.5.03B Identify the contributions of individuals, including James Madison, and others such as George Mason, Charles Pinckney, and Roger Sherman who helped create the U.S. Constitution.
							SS.5.04A Describe the causes and effects of the War of 1812.
							AR SS.5.04B Identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States.
							SS.5.04C Identify reasons people moved west.
							AR SS.5.04D Identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny.
							AR SS.4.04A Describe the impact of the Civil War and Reconstruction on Texas. AR SS.5.04E Identify the causes of the Civil War, including sectionalism, states' rights, and slavery, and the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution.



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Strand 1: History						<p>SS.4.04B Explain the growth, development, and impact of the cattle industry, including contributions made by Charles Goodnight, Richard King, and Lizzie Johnson.</p> <p>SS.4.04C Identify the impact of railroads on life in Texas, including changes to cities and major industries.</p>	<p>SS.5.04F Explain how industry and the mechanization of agriculture changed the American way of life.</p>
						<p>SS.4.04D Examine the effects upon American Indian life resulting from changes in Texas, including the Red River War, building of U.S. forts and railroads, and loss of buffalo.</p>	<p>SS.5.04G Identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups.</p>
						<p>AR SS.4.05A Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.</p> <p>AR SS.4.05B Explain the development and impact of the oil and gas industry upon industrialization and urbanization in Texas, including important places and people such as Spindletop and Pattillo Higgins.</p>	<p>AR SS.5.05A Analyze various issues and events of the 20th century such as industrialization, urbanization, increased use of oil and gas, the Great Depression, the world wars, the civil rights movement, and military actions.</p>
							<p>SS.5.05B Analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election.</p>



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Strand 1: History		SS.K.02A Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.	SS.1.02A Identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation.	SS.2.04A Identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation.	SS.3.01B Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities.	SS.4.05C Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodríguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.	SS.5.05C Identify the accomplishments of individuals and groups such as Jane Addams, Susan B. Anthony, Dwight Eisenhower, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, Colin Powell, the Tuskegee Airmen, and the 442nd Regimental Combat Team who have made contributions to society in the areas of civil rights, women's rights, military actions, and politics.
Strand 2: Geography	Strand 2: Geography						
		SS.K.04A Use terms, including over, under, near, far, left, and right, to describe relative location.	SS.1.04A Locate places using the four cardinal directions.	SS.2.05A Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.	SS.3.05A Use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community.	SS.4.06A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.	SS.5.06A Apply geographic tools, including grid systems, legends, symbols, scales, and compass roses, to construct and interpret maps.
	VII.C.1. Child identifies and creates common features in their immediate environment.	SS.K.04B Locate places on the school campus and describe their relative locations.	SS.1.04B Describe the location of self and objects relative to other locations in the classroom and school.		SS.3.05B Use a scale to determine the distance between places on maps and globes.		
		SS.K.04C Identify tools that aid in determining location, including maps and globes.	SS.1.05A Create and use simple maps such as maps of the home, classroom, school, and community.		SS.2.05B Create maps to show places and routes within the home, school, and community.		
			SS.3.05D Create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.				



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Strand 2: Geography				SS.2.06C Examine information from various sources about places and regions.		SS.4.06B Translate geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps.	SS.5.06B Translate geographic data into a variety of formats such as raw data to graphs and maps.
		AR SS.K.05B Identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location.	AR SS.1.06C Identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location.		AR SS.3.04E Identify and compare the human characteristics of various regions.	AR SS.4.07A Describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity.	AR SS.5.07A Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
		SS.K.05A Identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.	SS.1.06A Identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather.		SS.3.04A Describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards. SS.3.04C Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.		
						AR SS.4.07B Identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation.	AR SS.5.07B Describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains.
						AR SS.4.07C Compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world.	



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Strand 2: Geography			SS.1.05B Locate the community, Texas, and the United States on maps and globes.	SS.2.06B Locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes.			SS.5.07C Locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest.
				SS.2.06A Identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes.			SS.5.07D Locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains.
				AR SS.2.07D Identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.		AR SS.4.08A Identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II.	AR SS.5.08A Identify and describe the types of settlement and patterns of land use in the United States.
				AR SS.2.07A Describe how weather patterns and seasonal patterns affect activities and settlement patterns.		AR SS.4.08B Describe and explain the location and distribution of various towns and cities in Texas, past and present.	AR SS.5.08C Analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present.
				AR SS.2.07B Describe how natural resources and natural hazards affect activities and settlement patterns.		AR SS.4.08C Explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present.	AR SS.5.08B Explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present.



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 2: Geography				<p>AR SS.2.08A Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil.</p>	<p>AR SS.3.04B Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.</p> <p>AR SS.3.04D Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.</p>	<p>AR SS.4.09A Describe ways people have adapted to and modified their environment in Texas, past and present, such as timber clearing, agricultural production, wetlands drainage, energy production, and construction of dams.</p>	<p>AR SS.5.09A Describe how and why people have adapted to and modified their environment in the United States, past and present, such as the use of human resources to meet basic needs.</p>	
			<p>AR SS.1.06B Identify examples of and uses for natural resources in the community, state, and nation.</p>	<p>AR SS.2.07C Explain how people depend on the physical environment and natural resources to meet basic needs.</p>		<p>AR SS.4.09B Identify reasons why people have adapted to and modified their environment in Texas, past and present, such as the use of natural resources to meet basic needs, facilitate transportation, and enhance recreational activities.</p>		
				<p>SS.2.08B Identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields.</p>			<p>SS.4.09C Compare the positive and negative consequences of human modification of the environment in Texas, past and present, both governmental and private, such as economic development and the impact on habitats and wildlife as well as air and water quality.</p>	<p>SS.5.09B Analyze the positive and negative consequences of human modification of the environment in the United States, past and present.</p>
				<p>SS.2.08C Identify ways people can conserve and replenish natural resources.</p>				



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 3: Economics	Strand 3: Economics						
						SS.4.10A Explain the economic activities various early American Indian groups in Texas and North America used to meet their needs and wants such as farming, trading, and hunting.	SS.5.10A Explain the economic patterns of early European colonists.
						SS.4.10B Explain the economic activities early immigrants to Texas used to meet their needs and wants.	
							SS.5.10B Identify major industries of colonial America.
					SS.3.06B Create a simple budget that allocates money for spending, saving, and donating.		
			SS.1.09A Identify examples of people wanting more than they can have.		SS.3.07A Define and identify examples of scarcity.		
			SS.1.09B Explain why wanting more than they can have requires that people make choices.		SS.3.07B Explain the impact of scarcity on the production, distribution, and consumption of goods and services.		
						SS.4.11A Describe the development of the free enterprise system in Texas.	SS.5.11A Describe the development of the free enterprise system in colonial America and the United States.
		SS.1.08A Identify examples of goods and services in the home, school, and community.					



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Strand 3: Economics			AR SS.1.08B Identify ways people exchange goods and services.		AR SS.3.07C Explain the concept of a free market as it relates to the U.S. free enterprise system.	AR SS.4.11B Describe how the free enterprise system works, including supply and demand.	AR SS.5.11B Describe how the free enterprise system works in the United States.
			AR SS.1.08C Identify the role of markets in the exchange of goods and services.				
			SS.1.09C Identify examples of choices families make when buying goods and services.	SS.2.09B Explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work.		SS.4.11C Give examples of the benefits of the free enterprise system such as choice and opportunity.	SS.5.11C Give examples of the benefits of the free enterprise system in the United States.
	VII.B.2. Child participates in activities to help them become aware of what it means to be a consumer.			SS.2.10A Distinguish between producing and consuming.			
				SS.2.10B Identify ways in which people are both producers and consumers.			
				SS.2.10C Examine the development of a product from a natural resource to a finished product.	SS.3.08A Identify examples of how a simple business operates.		
					SS.3.08B Explain how supply and demand affect the price of a good or service.		SS.5.12A Explain how supply and demand affects consumers in the United States.
					SS.3.08C Explain how the cost of production and selling price affect profits.		SS.5.12B Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States.
				SS.3.08D Explain how government regulations and taxes impact consumer costs.			



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Strand 3: Economics					SS.3.08E Identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.		
	VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	SS.K.06A Identify basic human needs of food, clothing, and shelter.					
		SS.K.06B Explain the difference between needs and wants.					
	VII.B.3. Child discusses the roles and responsibilities of community workers.	SS.K.07A Identify jobs in the home, school, and community.	SS.1.10A Describe the components of various jobs and the characteristics of a job well performed.				
		SS.K.07B Explain why people have jobs.	SS.1.07A Describe ways that families meet basic human needs.	SS.2.09A Explain how work provides income to purchase goods and services.	SS.3.06A Identify ways of earning, spending, saving, and donating money.	SS.4.12A Explain how people in different regions of Texas earn their living, past and present, through a subsistence economy and providing goods and services.	SS.5.13A Compare how people in different parts of the United States earn a living, past and present.
		SS.K.06C Explain how basic human needs can be met such as through self-producing, purchasing, and trading.	SS.1.07B Describe similarities and differences in ways families meet basic human needs.				
						AR SS.4.12B Explain how geographic factors such as climate, transportation, and natural resources have influenced the location of economic activities in Texas.	AR SS.5.13B Identify and explain how geographic factors have influenced the location of economic activities in the United States.
						SS.4.12C Analyze the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas.	SS.5.13C Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.



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Strand 3: Economics			AR SS.1.10B Describe how specialized jobs contribute to the production of goods and services.			AR SS.4.12D Describe the impact of mass production, specialization, and division of labor on the economic growth of Texas.	AR SS.5.13D Describe the impact of mass production, specialization, and division of labor on the economic growth of the United States.
						SS.4.12E Explain how developments in transportation and communication have influenced economic activities in Texas.	
						SS.4.12F Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of Texas.	SS.5.13E Explain the impact of American ideas about progress and equality of opportunity on the economic development and growth of the United States.
						SS.4.13A Identify ways in which technological changes in areas such as transportation and communication have resulted in increased interdependence among Texas, the United States, and the world.	
						SS.4.13B Identify oil and gas, agricultural, and technological products of Texas that are purchased to meet needs in the United States and around the world.	
						SS.4.13C Explain how Texans meet some of their needs through the purchase of products from the United States and the rest of the world.	



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 4: Government	Strand 4: Government							
						<p>AR SS.4.14A Compare how various American Indian groups such as the Caddo and the Comanche governed themselves.</p>	<p>AR SS.5.14A Identify and compare the systems of government of early European colonists, including representative government and monarchy.</p>	
						<p>AR SS.4.14B Identify and compare characteristics of the Spanish colonial government and the early Mexican governments and their influence on inhabitants of Texas.</p>		
							<p>AR SS.4.15A Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and other documents such as the Meusebach-Comanche Treaty.</p>	<p>AR SS.5.14B Identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses.</p>
					<p>AR SS.3.10A Identify the purposes of the Declaration of Independence and the U.S. Constitution</p>	<p>AR SS.4.15C Identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).</p>	<p>AR SS.5.15A Identify the key elements and the purposes and explain the importance of the Declaration of Independence.</p>	
				<p>AR SS.3.10B Describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government.</p>	<p>AR SS.5.15B Explain the purposes of the U.S. Constitution as identified in the Preamble.</p>			
							<p>AR SS.5.15C Explain the reasons for the creation of the Bill of Rights and its importance.</p>	
						<p>AR SS.4.15B Identify and explain the basic functions of the three branches of government according to the Texas Constitution.</p>	<p>AR SS.5.16A Identify and explain the basic functions of the three branches of government.</p>	
						<p>AR SS.5.16B Identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution.</p>		



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Strand 4: Government	I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	SS.K.08A Identify purposes for having rules.	SS.1.11A Explain the purpose for rules and laws in the home, school, and community.	SS.2.11A Identify functions of governments such as establishing order, providing security, and managing conflict.	SS.3.09A Describe the basic structure of government in the local community, state, and nation.		SS.5.16C Distinguish between national and state governments and compare their responsibilities in the U.S. federal system.	
		SS.K.08B Identify rules that provide order, security, and safety in the home and school.	SS.1.11B Identify rules and laws that establish order, provide security, and manage conflict.					
		SS.K.09A Identify authority figures in the home, school, and community.	SS.1.12A Identify the responsibilities of authority figures in the home, school, and community.					
		SS.K.09B Explain how authority figures make and enforce rules.						
			SS.1.12B Identify and describe the roles of public officials in the community, state, and nation.	SS.2.12A Name current public officials, including mayor, governor, and president.	SS.2.12B Compare the roles of public officials, including mayor, governor, and president.	SS.3.09B Identify local, state, and national government officials and explain how they are chosen.		
				SS.2.12C Identify ways that public officials are selected, including election and appointment to office.				
				SS.2.11B Identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.	SS.3.09C Identify services commonly provided by local, state, and national governments.			
				SS.2.11C Describe how governments tax citizens to pay for services.	SS.3.09D Explain how local, state, and national government services are financed.			



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Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Government			SS.1.12C Identify and describe the role of a good citizen in maintaining a constitutional republic.	SS.2.12D Identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.			
	Strand 5: Citizenship						
Strand 5: Citizenship			SS.1.13A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.	SS.2.13A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.	SS.3.11A Identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.		
			SS.1.13B Identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship.	SS.2.13B Identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship.	SS.3.11B Identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship.	SS.4.17D Identify the importance of historical figures and important individuals who modeled active participation in the democratic process such as Sam Houston, Barbara Jordan, Lorenzo de Zavala, Ann Richards, Sam Rayburn, Henry B. González, James A. Baker III, Wallace Jefferson, and other local individuals.	
			SS.1.13C Identify other individuals who exemplify good citizenship.	SS.2.13C Identify other individuals who exemplify good citizenship.		SS.4.17A Identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll.	



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 5: Citizenship	I.C.2 Child assumes various roles and responsibilities as part of a classroom community.			SS.2.13D Identify ways to actively practice good citizenship, including involvement in community service.	SS.3.12A Give examples of community changes that result from individual or group decisions. SS.3.12B Identify examples of actions individuals and groups can take to improve the community. SS.3.12C Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	SS.4.17B Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects.	
	VII.D.1. Child identifies flags of the United States and Texas.	SS.K.10A Identify the flags of the United States and Texas.	SS.1.14A Explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.	SS.2.14C Identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam.		SS.4.16A Explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the San Jacinto Monument, the Alamo, and various missions.	SS.5.17A Explain various patriotic symbols, including Uncle Sam, and political symbols such as the donkey and elephant. SS.5.17E Explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore.
			SS.1.14C Identify anthems and mottoes of Texas and the United States.	SS.2.14B Identify selected patriotic songs, including “The Star Spangled Banner” and “America the Beautiful.”		SS.4.16B Sing or recite “Texas, Our Texas.”	SS.5.17B Sing or recite “The Star-Spangled Banner” and explain its history.
	VII.D.2. Child recites the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence*.	SS.K.10B Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.	SS.1.14B Recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.	SS.2.14A Recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.		SS.4.16C Recite and explain the meaning of the Pledge to the Texas Flag.	SS.5.17C Recite and explain the meaning of the Pledge of Allegiance to the United States Flag.



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 5: Citizenship			SS.1.14E Explain how patriotic customs and celebrations reflect American individualism and freedom.	SS.2.14D Identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.		SS.4.16D Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	SS.5.17D Describe the origins and significance of national celebrations such as Memorial Day, Independence Day, Labor Day, Constitution Day, Columbus Day, and Veterans Day.
		SS.K.10C Identify Constitution Day as a celebration of American freedom.	SS.1.14F Identify Constitution Day as a celebration of American freedom.				
	AR VII.D.3. The child engages in use voting as a method for group decision making.	AR SS.K.10D Use voting as a method for group decision making.	AR SS.1.14D Explain and practice voting as a way of making choices and decisions.		AR SS.3.11C Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.	AR SS.4.17C Explain the duty of the individual in state and local elections such as being informed and voting.	AR SS.5.18A Explain the duty individuals have to participate in civic affairs at the local, state, and national levels.
						SS.4.17E Explain how to contact elected and appointed leaders in state and local governments.	SS.5.18B Explain how to contact elected and appointed leaders in local, state, and national governments.
							SS.5.19A Explain the contributions of the Founding Fathers to the development of the national government.
						SS.4.18A Identify leaders in state, local, and national governments, including the governor, local members of the Texas Legislature, the local mayor, U.S. senators, local U.S. representatives, and Texans who have been president of the United States.	SS.5.19B Identify past and present leaders in the national government, including the president and various members of Congress, and their political parties.
						SS.4.18B Identify leadership qualities of state and local leaders, past and present.	SS.5.19C Identify and compare leadership qualities of national leaders, past and present.



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 5: Citizenship							AR SS.5.20A Describe the fundamental rights guaranteed by each amendment in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.
							AR SS.5.20B Describe various amendments to the U.S. Constitution such as those that extended voting rights of U.S. citizens.
Strand 6: Culture	Strand 6: Culture						
				SS.2.15A Identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage.	SS.3.15A Identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities.		SS.5.21A Identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, “Yankee Doodle,” and “Paul Revere’s Ride.”
			SS.1.15B Explain the way folktales and legends such as Aesop’s fables reflect beliefs, customs, language, and traditions of communities.	SS.2.15B Explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage.	SS.3.15B Explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.		SS.5.21B Explain how examples of art, music, and literature reflect the times during which they were created.



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 6: Culture	AR VII.D.4. The child identifies similarities among people like himself and classmates as well as among himself and people from other cultures.	AR SS.K.11A Identify similarities and differences among people such as kinship, laws, and religion.				AR SS.4.19A Identify the similarities and differences among various racial, ethnic, and religious groups in Texas.	AR SS.5.22A Identify the similarities and differences within and among various racial, ethnic, and religious groups in the United States.
	AR VII.A.1. Child identifies similarities and differences in characteristics of people.	AR SS.K.11B Identify similarities and differences among people such as music, clothing, and food.					
	AR VII.A.2. Child identifies similarities and differences in characteristics of families.	AR SS.K.12A Describe and explain the importance of family customs and traditions.	AR SS.1.15A Describe and explain the importance of various beliefs, customs, language, and traditions of families and communities.	AR SS.2.16A Identify the significance of various ethnic and/or cultural celebrations.	AR SS.3.13A Explain the significance of various ethnic and/or cultural celebrations in the local community and other communities.	AR SS.4.19B Identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, the Strawberry Festival, and Fiesta San Antonio.	AR SS.5.22B Describe customs and traditions of various racial, ethnic, and religious groups in the United States.
		SS.K.12B Compare family customs and traditions.		SS.2.16B Compare ethnic and/or cultural celebrations.	SS.3.13B Compare ethnic and/or cultural celebrations in the local community with other communities.		
					AR SS.3.14A Identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes.	AR SS.4.19C Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe.	AR SS.5.22C Summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.
					AR SS.3.14B Identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.		



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
Strand 7: Science, Technology, and Society	Strand 7: Science, Technology, and Society							
					SS.3.16A Identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur.	SS.4.20A Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions.	SS.5.23A Identify the accomplishments of notable individuals in the fields of science and technology, including Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.	
	AR X.A.5 Child recognizes that information is accessible through the use of technology.	AR SS.K.13B Describe how technology helps accomplish specific tasks and meet people's needs.	AR SS.1.16C Describe how technology changes the way people work.	AR SS.2.17B Explain how science and technology change the ways in which people meet basic needs.				AR SS.5.23B Identify how scientific discoveries, technological innovations, and the rapid growth of technology industries have advanced the economic development of the United States, including the transcontinental railroad and the space program.
		AR SS.K.13A Identify examples of technology used in the home and school.	AR SS.1.16B Describe how technology changes communication, transportation, and recreation.	AR SS.2.17A Describe how science and technology change communication, transportation, and recreation.	AR SS.3.16B Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	AR SS.4.20B Describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas.	AR SS.5.23C Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.	
		SS.K.13C Describe how his or her life might be different without modern technology.	SS.1.16A Describe how technology changes the ways families live.				SS.4.20C Predict how future scientific discoveries and technological innovations might affect life in Texas.	SS.5.23D Predict how future scientific discoveries and technological innovations could affect society in the United States.



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 8: Social Studies Skills	Strand 8: Social Studies Skills						
		<p>PS SS.K.14A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p>	<p>PS SS.1.17A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p>	<p>PS SS.2.18A Obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music.</p>	<p>PS SS.3.17A Research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources.</p>	<p>PS SS.4.21A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.</p>	<p>PS SS.5.24A Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States.</p>
		<p>PS SS.K.14B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts.</p>	<p>PS SS.1.17B Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.</p>	<p>PS SS.2.18B Obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts.</p>			
				<p>PS SS.2.18C Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches, to locate information.</p>	<p>PS SS.3.17D Use various parts of a source, including the table of contents, glossary, and index, as well as keyword Internet searches, to locate information.</p>		
		<p>PS SS.K.14C Sequence and categorize information.</p>	<p>PS SS.1.17C Sequence and categorize information.</p>	<p>PS SS.2.18D Sequence and categorize information.</p>	<p>PS SS.3.17B Sequence and categorize information.</p>	<p>PS SS.4.21B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p>PS SS.5.24B Analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>
				<p>PS SS.2.18E Interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.</p>	<p>PS SS.3.17C Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</p>		
					<p>PS SS.3.17E Interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.</p>	<p>PS SS.4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>	<p>PS SS.5.24C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.</p>



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 8: Social Studies Skills						PS SS.4.21D Identify different points of view about an issue, topic, historical event, or current event.	PS SS.5.24D Identify different points of view about an issue, topic, or current event.
							PS SS.5.24E Identify the historical context of an event.
					PS SS.3.17F Use appropriate mathematical skills to interpret social studies information such as maps and graphs.	PS SS.4.21E Use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
						PS SS.4.22A Use social studies terminology correctly.	PS SS.5.25A Use social studies terminology correctly.
						PS SS.4.22B Incorporate main and supporting ideas in verbal and written communication.	PS SS.5.25B Incorporate main and supporting ideas in verbal and written communication.
		SS.K.15A Express ideas orally based on knowledge and experiences.	SS.1.18A Express ideas orally based on knowledge and experiences.	SS.2.19A Express ideas orally based on knowledge and experiences.	SS.3.18A Express ideas orally based on knowledge and experiences.	SS.4.22C Express ideas orally based on research and experiences.	SS.5.25C Express ideas orally based on research and experiences.
		PS SS.K.15B Create and interpret visuals, including pictures and maps.	PS SS.1.18B Create and interpret visual and written material.	PS SS.2.19B Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.	PS SS.3.18B Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.	PS SS.4.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.	PS SS.5.25D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.
						SS.3.18C Use standard grammar, spelling, sentence structure, and punctuation.	SS.4.22E Use standard grammar, spelling, sentence structure, and punctuation.



**Social Studies – Prekindergarten – Grade 5
Vertical Alignment Matrix (2013 – 2014)**

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 8: Social Studies Skills	I.C.5. Child initiates problem-solving strategies and seeks adult help when necessary.	SS.K.16A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	SS.1.19A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	SS.2.20A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	SS.3.19A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	SS.4.23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	SS.5.26A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.
		SS.K.16B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision.	SS.1.19B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	SS.2.20B Use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision.	SS.3.19B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	SS.4.23B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.	SS.5.26B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

