

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: History</b>						
	<b>K.1A</b> identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day	<b>1.1A</b> describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day	<b>2.1A</b> explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving			
	<b>K.1B</b> identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day	<b>1.1B</b> compare the observance of holidays and celebrations	<b>2.1B</b> identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings			
	<b>K.2A</b> 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	<b>1.2A</b> identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the state and nation	<b>2.2A</b> identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore Roosevelt, who have influenced the state and nation	<b>3.1B</b> identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities	<b>4.3C</b> identify leaders important to the founding of Texas as a republic and state, including José Antonio Navarro, Sam Houston, Mirabeau Lamar, and Anson Jones	<b>5.2B</b> identify the Founding Fathers and Patriot heroes, including John Adams, Benjamin Franklin, Thomas Jefferson, the Sons of Liberty, and George Washington, and their motivations and contributions during the revolutionary period
				<b>3.1C</b> describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities		
		<b>1.2B</b> compare the lives of historical figures who have influenced the state and nation	<b>2.2B</b> describe how people and events have influenced local community history	<b>3.1A</b> describe how individuals, events, and ideas have changed communities, past and present		



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<b>Strand 1: History</b>						
				<b>3.2A</b> identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well being	<b>4.2A</b> summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion	<b>5.1A</b> 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
				<b>3.2B</b> compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation	<b>4.1B</b> identify and compare the ways of life of American Indian groups in Texas before European exploration such as the Lipan Apache, Karankawa, Caddo, and Jumano	
					<b>4.1A</b> explain the possible origins of American Indian groups in Texas	
					<b>4.1C</b> describe the cultural regions in which American Indians lived such as Gulf, Plains, Puebloan, and Southeastern	
					<b>4.1D</b> locate American Indian groups remaining in Texas such as the Ysleta Del Sur Pueblo, Alabama-Coushatta, and Kickapoo	
					<b>4.2B</b> identify the accomplishments and explain the impact of significant explorers, including Cabeza de Vaca; Francisco Coronado; and René Robert Cavelier, Sieur de la Salle, on the settlement of Texas	

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<b>Strand 1: History</b>						
						<b>5.2C</b> summarize the results of the American Revolution, including the establishment of the United States
					<b>4.2C</b> explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals	
					<b>4.2D</b> identify Texas' role in the Mexican War of Independence and the war's impact on the development of Texas	
					<b>4.2E</b> 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	
					<b>4.3A</b> 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	
					<b>4.3D</b> 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	

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<b>Strand 1: History</b>						
					<b>4.3E</b> explain the events that led to the annexation of Texas to the United States and the impact of the U.S. Mexican War	
						<b>5.3A</b> identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution
						<b>5.4A</b> describe the causes and effects of the War of 1812 such as impressment of sailors, territorial conflicts with Great Britain, and the increase in U.S. manufacturing
						<b>5.4B</b> identify and explain how changes resulting from the Industrial Revolution led to conflict among sections of the United States
						<b>5.4C</b> identify significant events and concepts associated with U.S. territorial expansion, including the Louisiana Purchase, the expedition of Lewis and Clark, and Manifest Destiny
						<b>5.4D</b> explain the central role of the expansion of slavery in causing sectionalism, disagreement over states' rights, and the Civil War





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<b>Strand 1: History</b>						
					<b>4.4A</b> describe the impact of the Civil War and Reconstruction on Texas	<b>5.4E</b> explain the effects of the Civil War, including Reconstruction and the 13th, 14th, and 15th amendments to the U.S. Constitution
					<b>4.4B</b> explain the growth, development, and impact of the cattle industry such as contributions made by Charles Goodnight, Richard King, and Lizzie Johnson	
						<b>5.4F</b> identify the challenges, opportunities, and contributions of people from various American Indian and immigrant groups such as the settlement of the frontier and building of the Transcontinental Railroad
					<b>4.4D</b> explain the effects on American Indian life brought about by the Red River War, building of U.S. forts and railroads, and loss of buffalo	
					<b>4.5A</b> explain the impact of various events on life in Texas such as the Great Depression, the Dust Bowl, and World War II and notable individuals such as Audie Murphy, Cleto Rodríguez, and Bessie Coleman and other local individuals	<b>5.5A</b> explain the significance of issues and events of the 20th century such as industrialization, urbanization, the Great Depression, the world wars, the civil rights movement, and military actions

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<b>Strand 1: History</b>						
					<b>4.4C</b> explain the effects of the railroad industry on life in Texas, including changes to cities and major industries	<b>5.5B</b> analyze various issues and events of the 21st century such as the War on Terror and the 2008 presidential election
					<b>4.5B</b> explain the development and impact of the oil and gas industry on industrialization and urbanization in Texas, including Spindletop and important people such as Pattillo Higgins	
					<b>4.3B</b> summarize the significant contributions of individuals such as William B. Travis, James Bowie, David Crockett, Juan N. Seguín, Plácido Benavides, José Francisco Ruiz, Antonio López de Santa Anna, Susanna Dickinson, and Enrique Esparza	<b>5.5C</b> identify the accomplishments and contributions of individuals and groups such as Susan B. Anthony, Martin Luther King Jr., Rosa Parks, Cesar Chavez, Franklin D. Roosevelt, Ronald Reagan, the Tuskegee Airmen, and the 442nd Regimental Combat Team in the areas of civil rights, women's rights, military actions, and politics

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Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 2: Geography</b>						
	<b>K.3A</b> use spatial terms, including over, under, near, far, left, and right, to describe relative location	<b>1.3A</b> describe the location of self and objects relative to other locations in the classroom and school using spatial terms	<b>2.3A</b> identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend	<b>3.4A</b> use cardinal and intermediate directions to locate places on maps and globes in relation to the local community		
<b>VII.C.1</b> Child identifies and creates common features in the natural environment.	<b>K.3B</b> locate places on the school campus and describe their relative locations	<b>1.3B</b> locate places using the four cardinal directions		<b>3.4B</b> use a scale to determine the distance between places on maps and globes		
<b>VII.C.2</b> Child explores geography tools and resources.	<b>K.3C</b> identify and use geographic tools that aid in determining location, including maps and globes	<b>1.4A</b> create and use simple maps such as maps of the home, classroom, school, and community	<b>2.3B</b> create maps to show places and routes within the home, school, and community	<b>3.4C</b> identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system		<b>5.6D</b> create a map of important physical features such as the Appalachian Mountains, Great Lakes, Mississippi River, Great Plains, and Rocky Mountains
<b>VII.A.2</b> Child identifies similarities and differences in characteristics of families.	<b>K.4B</b> identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities	<b>1.5B</b> identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities		<b>3.3B</b> 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		
						<b>5.6A</b> describe political and economic regions in the United States that result from patterns of human activity
<b>VII.C.1</b> Child identifies and creates common features in the natural environment	<b>K.4A</b> identify the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather	<b>1.5A</b> identify and describe the physical characteristics of place such as landforms, bodies of water, Earth's resources, and weather	<b>2.4A</b> identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes	<b>3.3A</b> describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards	<b>4.6A</b> identify, locate, and describe the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their characteristics such as landforms, climate, vegetation, and economic activities	<b>5.6B</b> describe regions in the United States based on physical characteristics such as landform, climate, and vegetation



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<b>Strand 2: Geography</b>						
					<b>4.6B</b> compare the physical regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains)	
		<b>1.4B</b> locate and explore the community, Texas, and the United States on maps and globes	<b>2.4B</b> locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes			<b>5.6C</b> locate on a map important political features such as the five largest cities by population in the United States and the 50 states
					<b>4.7A</b> explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present	<b>5.7A</b> identify and describe the patterns of settlement such as rural, urban, and suburban
					<b>4.7B</b> identify and explain patterns of settlement such as the location of towns and cities in Texas at different time periods	<b>5.7B</b> explain the geographic factors that influence patterns of settlement and the distribution of population in the United States
						<b>5.7C</b> analyze the geographic factors that influence the location of the five largest urban areas in the United and explain their distribution
			<b>2.5A</b> identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil	<b>3.3C</b> describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape	<b>4.8A</b> 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	<b>5.8A</b> describe how and why people have adapted to and modified their environment in the United States such as the use of human resources to meet basic needs

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<b>Strand 2: Geography</b>						
					<b>4.8B</b> explain 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	
			<b>2.5B</b> identify consequences of human modification of the physical environment		<b>4.8C</b> compare the positive and negative consequences of human modification of the environment in Texas, past and present	<b>5.8B</b> analyze the positive and negative consequences of human modification of the environment in the United States
			<b>2.5C</b> identify ways people can conserve and replenish Earth's resources			

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<b>Strand 3: Economics</b>						
					<b>4.9A</b> explain the economic activities various early American Indian groups in Texas used to meet their needs and wants such as farming, trading, and hunting	<b>5.9A</b> explain the economic patterns of early European colonies
					<b>4.9B</b> explain the economic activities early settlers to Texas used to meet their needs and wants	
						<b>5.9B</b> identify major industries of colonial America such as shipbuilding and growing of cash crops
				<b>3.5B</b> create a simple budget that allocates money for spending and saving		
		<b>1.8A</b> identify examples of people wanting more than they can have		<b>3.6A</b> explain how supply and demand affect the price of a good or service		
		<b>1.8B</b> explain why wanting more than they can have requires that people make choices		<b>3.6B</b> define and identify examples of scarcity		
					<b>4.10C</b> describe the development of the free enterprise system in Texas such as the growth of cash crops by early colonists and the railroad boom	<b>5.10A</b> identify the development of the free enterprise system in colonial America and the United States
		<b>1.7A</b> identify examples of goods and services in the home, school, and community				

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>						
		<b>1.7B</b> identify ways people exchange goods and services <b>1.7C</b> identify the role of markets in the exchange of goods and services			<b>4.10A</b> describe how the free enterprise system works, including supply and demand	<b>5.10B</b> describe how the free enterprise system works in the United States <b>5.11A</b> explain how supply and demand affects consumers in the United States
				<b>3.6C</b> explain how the cost of production and selling price affect profits		<b>5.11B</b> evaluate the effects of supply and demand on industry and agriculture, including the plantation system, in the United States
				<b>3.6D</b> identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses		
<b>VII.B.1</b> Child demonstrates that all people need food, clothing, and shelter.	<b>K.5A</b> identify basic human needs of food, clothing, and shelter					
<b>VII.B.2</b> Child demonstrates understanding of what it means to be a consumer.	<b>K.5B</b> explain the difference between needs and wants					
	<b>K.5C</b> explain how basic human needs and wants can be met	<b>1.6A</b> describe ways that families meet basic human needs <b>1.6B</b> describe similarities and differences in ways families meet basic human needs	<b>2.6A</b> explain how work provides income to purchase goods and services	<b>3.5A</b> identify ways of earning, spending, saving, and donating money		
<b>VII.B.2</b> Child demonstrates understanding of what it means to be a consumer.		<b>1.8C</b> identify examples of choices families make when buying goods and services	<b>2.6B</b> explain the choices people can make about earning, spending, and saving money		<b>4.10B</b> identify examples of the benefits of the free enterprise system such as choice and opportunity	<b>5.10C</b> give examples of the benefits of the free enterprise system in the United States
			<b>2.7A</b> distinguish between producing and consuming			



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>						
<b>VII.B.3</b> Child discusses the roles and responsibilities of community workers.	<b>K.6A</b> identify jobs in the home, school, and community	<b>1.9A</b> describe the tools of various jobs and the characteristics of a job well performed	<b>2.7B</b> identify ways in which people are both producers and consumers		<b>4.11A</b> identify how people in different regions of Texas earn their living, past and present	<b>5.12A</b> compare how people in different regions of the United States earn a living, past and present
<b>VII.B.3</b> Child discusses the roles and responsibilities of community workers.	<b>K.6B</b> explain why people have jobs	<b>1.9B</b> describe how various jobs contribute to the production of goods and services				
			<b>2.7C</b> trace the development of a product from a natural resource to a finished product			
					<b>4.11B</b> explain how physical geographic factors such as climate and natural resources have influenced the location of economic activities in Texas	<b>5.12B</b> identify and explain how geographic factors have influenced the location of economic activities in the United States
					<b>4.11C</b> identify the effects of exploration, immigration, migration, and limited resources on the economic development and growth of Texas	<b>5.12C</b> analyze the effects of immigration and migration on the economic development and growth of the United States
					<b>4.11D</b> explain how developments in transportation and communication have influenced economic activities in Texas	<b>5.12D</b> describe the impact of mass production, specialization, and division of labor on the economic growth of the United States

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Government</b>						
					<p><b>4.12A</b> compare how various American Indian groups such as the Caddo and the Comanche governed themselves</p> <p><b>4.12B</b> compare characteristics of the Spanish colonial government and the early Mexican governments in Texas</p>	<p><b>5.13A</b> compare the systems of government of early European colonists, including representative government and monarchy</p>
					<p><b>4.13A</b> identify the purposes and explain the importance of the Texas Declaration of Independence and the Texas Constitution</p>	<p><b>5.13B</b> identify examples of representative government in the American colonies, including the Mayflower Compact and the Virginia House of Burgesses</p>
				<p><b>3.8A</b> identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights</p> <p><b>3.8B</b> describe the concept of “consent of the governed”</p>	<p><b>4.13C</b> 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><b>5.14A</b> explain the purposes, key elements, and the importance of the Declaration of Independence</p> <p><b>5.14B</b> explain the purposes of the U.S. Constitution as identified in the Preamble</p> <p><b>5.14C</b> explain the reasons for the creation of the Bill of Rights and its importance</p>
					<p><b>4.13B</b> identify and explain the basic functions of the three branches of government according to the Texas Constitution</p>	<p><b>5.15A</b> identify and explain the basic functions of the three branches of government</p> <p><b>5.15B</b> identify the reasons for and describe the system of checks and balances outlined in the U.S. Constitution</p>

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Government</b>						
<b>I.B.1.a (Social/Emotional)</b> Child follows classroom rules and routines with occasional reminders from teacher.	<b>K.7A</b> identify purposes for having rules	<b>1.10A</b> explain the purpose for rules and laws in the home, school, and community	<b>2.8A</b> identify functions of governments such as establishing order, providing security, and managing conflict	<b>3.7A</b> describe the basic structure of government in the local community, state, and nation		<b>5.15C</b> distinguish between national and state governments and compare their responsibilities in the U.S. federal system
	<b>K.7B</b> identify rules that provide order, security, and safety in the home and school	<b>1.10B</b> identify rules and laws that establish order, provide security, and manage conflict				
<b>VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.	<b>K.8A</b> identify authority figures in the home, school, and community	<b>1.11A</b> identify the responsibilities of authority figures in the home, school, and community				
	<b>K.8B</b> explain how authority figures enforce rules					
			<b>2.8B</b> identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community	<b>3.7C</b> identify services commonly provided by local, state, and national governments		
		<b>1.11B</b> identify and describe the roles of public officials in the community, state, and nation	<b>2.9A</b> name current public officials, including mayor, governor, and president	<b>3.7B</b> identify local, state, and national government officials and explain how they are chosen		
			<b>2.9B</b> compare the roles of public officials, including mayor, governor, and president			
			<b>2.9C</b> identify ways that public officials are selected, including election and appointment to office			
			<b>2.9D</b> 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			

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>						
		<b>1.12A</b> 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	<b>2.10A</b> 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	<b>3.9A</b> 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		
		<b>1.12B</b> identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt	<b>2.10B</b> identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth	<b>3.9B</b> identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship	<b>4.15D</b> 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, Henry B. González, Wallace Jefferson, and other local individuals	
				<b>3.9D</b> identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good	<b>4.15A</b> identify important individuals who have participated voluntarily in civic affairs at state and local levels such as Adina de Zavala and Clara Driscoll	

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>						
<b>VII.D.1</b> Child identifies flags of the United States and Texas.	<b>K.9A</b> identify the United States flag and the Texas state flag	<b>1.13A</b> explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo	<b>2.11C</b> identify symbols such as state and national birds and flowers and Uncle Sam		<b>4.14A</b> explain the meaning of various patriotic symbols and landmarks of Texas, including the six flags that flew over Texas, the Alamo, and the San Jacinto Monument	<b>5.16A</b> explain various patriotic symbols, including Uncle Sam; national celebrations such as Labor Day; and political symbols such as the donkey and elephant  <b>5.16D</b> explain the significance of important landmarks, including the White House, the Statue of Liberty, and Mount Rushmore
	<b>1.13C</b> identify anthems and mottoes of Texas and the United States	<b>2.11B</b> sing, recite, or identify selected patriotic songs, including “The Star-Spangled Banner” and “America the Beautiful”			<b>4.14B</b> sing or recite “Texas, Our Texas”	
<b>VII.D.2</b> Child recites the Pledge of Allegiance to the United States flag and the state flag and observe a moment of silence*.	<b>K.9B</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	<b>1.13B</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag	<b>2.11A</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag		<b>4.14C</b> recite and explain the meaning of the Pledge to the Texas Flag	
		<b>1.13E</b> explain how patriotic customs and celebrations reflect American individualism and freedom	<b>2.11D</b> identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom		<b>4.14D</b> describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth	
<b>I.C.2</b> (Social/Emotional) Child assumes various roles and responsibilities as part of a classroom community.	<b>K.9C</b> use voting as a method for group decision making	<b>1.13D</b> explain and practice voting as a way of making choices and decisions				







# Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Social Studies – Prekindergarten-Grade 5

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>						
			<b>2.10C</b> identify ways to actively practice good citizenship, including involvement in community service	<b>3.9C</b> identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting	<b>4.15B</b> explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as respectfully holding public officials to their word, writing letters, and participating in historic preservation and service projects	
					<b>4.15C</b> explain the duty of the individual in state and local elections such as being informed and voting	<b>5.17A</b> explain why individuals have a duty to participate in civic affairs at the local, state, and national levels
					<b>4.15E</b> explain how to contact elected and appointed leaders in state and local governments	<b>5.17B</b> explain how to contact elected and appointed leaders in local, state, and national governments
					<b>4.16A</b> 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	<b>5.18A</b> identify past and present leaders in the national government, including the president and various members of Congress, and their political parties
					<b>4.16B</b> identify leadership qualities of state and local leaders, past and present	<b>5.18B</b> identify leadership qualities of national leaders, past and present
						<b>5.19A</b> describe the fundamental rights guaranteed 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

## GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

R - State Readiness Standard

S - State Supporting Standard

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2021-2022

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Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Culture</b>						
<b>VII.A.1</b> Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.	<b>K.10A</b> identify similarities and differences among individuals such as kinship and religion <b>K.11A</b> describe and explain the importance of family traditions	<b>1.14A</b> describe and explain the importance of beliefs, language, and traditions of families and communities	<b>2.12A</b> identify the significance of various ethnic and/or cultural celebrations	<b>3.10A</b> explain the significance of various ethnic and/or cultural celebrations in the local community and other communities	<b>4.17A</b> identify customs, celebrations, and traditions of various cultural, regional, and local groups in Texas such as Cinco de Mayo, Oktoberfest, and Fiesta San Antonio	<b>5.21A</b> describe customs and traditions of various racial, ethnic, and religious groups in the United States
<b>VII.A.2</b> Child identifies similarities and differences in characteristics of families.	<b>K.11B</b> compare traditions among families		<b>2.12B</b> compare ethnic and/or cultural celebrations	<b>3.10B</b> compare ethnic and/or cultural celebrations in the local community with other communities		
						<b>5.20A</b> 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”
		<b>1.14B</b> explain the way folktales and legends reflect beliefs, language, and traditions of communities				<b>5.20B</b> explain how examples of art, music, and literature reflect the times during which they were created
				<b>3.11A</b> identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains		<b>5.21B</b> summarize the contributions of people of various racial, ethnic, and religious groups to our national identity
				<b>3.11B</b> identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes		



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Culture</b>						
				<b>3.12A</b> identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities	<b>4.17B</b> summarize the contributions of artists of various racial, ethnic, and religious groups in the development of Texas culture such as Lydia Mendoza, Chelo Silva, and Julius Lorenzo Cobb Bledsoe	

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 7: Science, Technology, and Society</b>						
<b>X.A.2 (Technology)</b> Child uses, operates, and names a variety of digital tools.	<b>K.12A</b> identify examples of technology used in the home and school					
	<b>K.12C</b> describe how his or her life might be different without modern technology	<b>1.15A</b> describe how technology has affected the ways families live	<b>2.13B</b> explain how science and technology have affected the ways in which people meet basic needs	<b>3.13B</b> describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.	<b>4.18B</b> describe how scientific discoveries and innovations such as in aerospace, agriculture, energy, and technology have benefited individuals, businesses, and society in Texas	<b>5.22B</b> 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
<b>X.A.3 (Technology)</b> Child uses digital learning applications and programs-to create digital products and express own ideas.	<b>K.12B</b> describe how technology helps accomplish specific tasks and meet people's needs	<b>1.15B</b> describe how technology has affected communication, transportation, and recreation	<b>2.13A</b> describe how science and technology have affected communication, transportation, and recreation			<b>5.22C</b> explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 7: Science, Technology, and Society</b>						
		<b>1.15C</b> identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan	<b>2.14A</b> identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver	<b>3.13A</b> identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others	<b>4.18A</b> identify famous inventors and scientists such as Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford and their contributions	<b>5.22A</b> identify the accomplishments of notable individuals in the fields of science and technology such as Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies Skills</b>						
<b>X.A.4 (Technology)</b> Child uses technology to access appropriate information.	<b>K.13A</b> gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance	<b>1.16A</b> gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance	<b>2.16A</b> describe the order of events by using designations of time periods such as historical and present times	<b>3.14A</b> gather information, including historical and current events and geographic data, about the community using a variety of resources	<b>4.19A</b> differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about Texas	<b>5.23A</b> differentiate between, locate, and use valid primary and secondary sources such as technology; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States
	<b>K.13B</b> sequence and categorize information <b>K.14A</b> place events in chronological order	<b>1.16B</b> sequence and categorize information	<b>2.16B</b> apply vocabulary related to chronology, including past, present, and future	<b>3.14B</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting	<b>4.19B</b> analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and	<b>5.23B</b> analyze information by applying absolute and relative chronology through sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and



Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies Skills</b>						
					predictions, and drawing inferences and conclusions	predictions, and drawing inferences and conclusions
		<b>1.17A</b> use a simple timeline to distinguish among past, present, and future	<b>2.16C</b> create and interpret timelines for events in the past and present	<b>3.14C</b> interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps <b>3.15B</b> create and interpret timelines	<b>4.19C</b> organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	<b>5.23C</b> organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps
<b>VII.A.3</b> Child connects their life to events, time, and routines.	<b>K.14B</b> use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow	<b>1.17B</b> use a calendar to describe and measure time in days, weeks, months, and years		<b>3.15C</b> apply the terms year, decade, and century to describe historical times		<b>5.23E</b> identify the historical context of an event
					<b>4.19D</b> identify different points of view about an issue, topic, historical event, or current event	<b>5.23D</b> identify different points of view about an issue, topic, historical event, or current event
					<b>4.20A</b> apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps	<b>5.24A</b> apply mapping elements, including grid systems, legends, symbols, scales, and compass roses, to create and interpret maps
					<b>4.20B</b> interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps	<b>5.24B</b> interpret geographic data, population distribution, and natural resources into a variety of formats such as graphs and maps
		<b>1.17E</b> use social studies terminology correctly	<b>2.16D</b> use social studies terminology correctly	<b>3.15A</b> use social studies terminology correctly	<b>4.21A</b> use social studies terminology correctly	<b>5.25A</b> use social studies terminology correctly
					<b>4.21B</b> incorporate main and supporting ideas in verbal and written communication	<b>5.25B</b> incorporate main and supporting ideas in verbal and written communication

Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies Skills</b>						
	<b>K.14C</b> express ideas orally based on knowledge and experiences	<b>1.17C</b> express ideas orally based on knowledge and experiences	<b>2.16E</b> express ideas orally based on knowledge and experiences	<b>3.15D</b> express ideas orally based on knowledge and experiences	<b>4.21C</b> express ideas orally based on research and experiences	<b>5.25C</b> express ideas orally based on research and experiences
<b>VII.C.2</b> Child explores geography tools and resources.	<b>K.14D</b> create and interpret visuals, including pictures and maps	<b>1.17D</b> create and interpret visual and written material	<b>2.16F</b> create written and visual material such as stories, maps, and graphic organizers to express ideas	<b>3.15E</b> create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas	<b>4.21D</b> create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies	<b>5.25D</b> create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies
<b>I.C.5 (Social/Emotional)</b> Child initiates problem-solving strategies and seeks adult help when necessary.	<b>K.15A</b> use problem-solving and decision-making processes 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	<b>1.18A</b> use problem-solving and decision-making processes 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	<b>2.17A</b> use problem-solving and decision-making processes 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	<b>3.16A</b> use problem-solving and decision-making processes 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	<b>4.22A</b> use problem-solving and decision-making processes 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	<b>5.26A</b> use problem-solving and decision-making processes 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