

## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 1: History</b>	<b>Strand 1: History</b>						
						<b>SS.4.1A</b> Identify Native-American groups in Texas and the Western Hemisphere before European exploration and describe the regions in which they lived.	
						<span style="color: red;">Ⓟ</span> <b>SS.4.1B</b> Compare and contrast the ways of life of Native-American groups in Texas and the Western Hemisphere before European exploration.	
						<span style="color: red;">Ⓟ</span> <b>SS.4.2A</b> Summarize reasons for European exploration and settlement of Texas and the Western Hemisphere as “God, gold, and glory.”	<span style="color: red;">Ⓟ</span> <b>SS.5.1A</b> Explain when, where, and why groups of people colonized and settled in the United States, including reasons such as the desire for valuable resources, religious freedom, and territory.
						<b>SS.4.2B</b> Identify the accomplishments of significant explorers such as Cabeza de Vaca, Christopher Columbus, Francisco Coronado, and Rene Robert Cavalier Sieur de la Salle, and explain their impact on the settlement of Texas.	
					<b>SS.4.2C</b> Explain when, where, and why the Spanish established Catholic missions in Texas, and identify their importance in the development of colonial Texas.		



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<b>Strand 1: History</b>					<b>SS.3.1B</b> Identify individuals such as Pierre-Charles L'Enfant who have helped to shape communities.	<b>Ⓟ SS.4.2D</b> Identify the accomplishments of significant empresarios including Moses Austin, Stephen F Austin, and Martin de Leon and explain their impact on the settlement of Texas.	<b>SS.5.1B</b> Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.
					<b>Ⓟ SS.3.1C</b> Describe how individuals such as Christopher Columbus, Lewis and Clark, and the Allen Brothers contributed to the expansion of existing communities or to the creation of new communities.		
						<b>SS.4.3E</b> Identify leaders important to the founding of Texas as a republic and state, including Sam Houston, Mirabeau Lamar, and Anson Jones.	<b>SS.5.2A</b> Identify the contributions of significant individuals during the revolutionary period including George Washington and Thomas Jefferson.
						<b>Ⓟ SS.4.2E</b> Evaluate Mexico's independence from Spain and other events, including the Texas Declaration of Independence on March 2, 1836, as causes of the Texas Revolution.	<b>Ⓟ SS.5.2B</b> Analyze the causes and effects of events prior to and during the American Revolution such as the Boston Tea Party, the Battle of Lexington and Concord, declaring independence, and the Battle of Yorktown.
						<b>Ⓟ SS.4.3A</b> Analyze the causes, major events, and effects of the Texas Revolution, including the battles of the Alamo and San Jacinto.	



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<b>Strand 1: History</b>						<b>Ⓟ SS.4.3B</b> Describe the successes and problems of the Republic of Texas.	<b>Ⓟ SS.5.2C</b> Summarize the economic, social, and political results of the American Revolution, including the establishment of the United States of America as a sovereign nation and the origins of U.S. military institutions such as the Army and Navy.
							<b>SS.5.3A</b> Identify the contributions of individuals, including James Madison and Roger Sherman, who helped create the U.S. Constitution.
							<b>SS.5.3B</b> Summarize the events and conditions, including the weaknesses of the Articles of Confederation, which led to the creation of the U.S. Constitution at the constitutional convention of 1787 in Philadelphia.
						<b>Ⓟ SS.3.1A</b> Using photos, diaries, or other primary sources, cite examples of how individuals, events, and ideas have changed Houston and other communities over time.	<b>SS.5.4A</b> Identify changes in 19th century society resulting from the Industrial Revolution and explain how these changes led to conflict among sections of the United States.
							<b>SS.5.4B</b> Identify the reports of the Lewis and Clark expedition, the desire for land, and other factors as reasons for the westward movement (expansion) of people during the 19th century.



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<b>Strand 1: History</b>						<b>SS.4.3C</b> Identify and describe the events that led to the annexation of Texas to the United States.	<b>Ⓟ SS.5.4C</b> Identify examples of U.S. territorial expansion by purchase, treaty, or war during the 19th century.
						<b>Ⓟ SS.4.3D</b> Identify the annexation of Texas and Manifest Destiny as two causes of the Mexican War, and describe the effects of that war on Texas.	
						<b>Ⓟ SS.4.4A</b> Identify causes of the Civil War, and describe the impact of the war and Reconstruction on life in Texas and on Texas government.	<b>Ⓟ SS.5.4D</b> Describe causes of the Civil War such as slavery, sectionalism, and states' rights, and analyze the economic, social, and political effects of the war and Reconstruction on different areas of the United States.
							<b>SS.5.4E</b> Explain why the 13th, 14th, and 15th amendments were added to the U.S. Constitution, and describe the specific rights provided by each amendment.
						<b>SS.4.4C</b> Analyze the impact of railroads on cities, major industries, and the lives of people in Texas.	<b>Ⓟ SS.5.4F</b> Describe how industrialization and the mechanization of agriculture in the 19th century with such inventions as the cotton gin, McCormick's reaper, thresher, steel plow, and the steam engine allowed American farmers to become more productive and support the growth of towns and cities.



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<b>Strand 1: History</b>						<b>SS.4.4D</b> Analyze the social, economic, and political impact of the changing economy of Texas on Native Americans in the late 19th century.	<b>SS.5.4G</b> Identify the challenges, opportunities, and contributions of people from selected Native-American groups (such as the Cherokees, Seminoles, Sioux, Apache, and Lakota) and immigrant groups (such as the Germans, Irish, English, and Chinese) in 19th century America.
					<b>Ⓟ SS.3.2A</b> Identify reasons people have formed communities including a need for security, law, and material well-being.	<b>Ⓟ SS.4.5A</b> Identify the impact of various issues and events on life in 20th-century Texas such as growing urbanization, two world wars, increased use of oil and gas, and the growth of aerospace and other technology industries.	<b>SS.5.5A(1)</b> Describe the characteristics of urbanization, and analyze the effects of the growth of cities on 20th century American life.
					<b>Ⓟ SS.3.2B</b> Compare and contrast ways that people in Houston and other communities around the world meet their needs for government, education, communication, transportation, and recreation over time.		<b>Ⓟ SS.5.5A(3)</b> Identify World War I, the Great Depression, and World War II as key events of the 20th century, and analyze their social, political, and economic effects on the U.S.
						<b>Ⓟ SS.4.4B</b> Give reasons for the growth and development of the cattle and oil industries in Texas, including the discovery of oil at Spindletop in 1901, and describe the effects of those industries on life in late 19th and early 20th century Texas.	<b>SS.5.5A(2)</b> Analyze the social, political, and economic effects of industrialization and increased use of oil and gas on 20th century American life.



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<b>Strand 1: History</b>	<b>SS.PK.1D</b> Begin to identify cause and effect relationships (such as, “If a person goes outside in the rain, he or she will get wet.”).	<b>Ⓟ SS.K.2A</b> Identify ways that Stephen F. Austin, George Washington, and other historical figures helped to shape our state and our nation.	<b>SS.1.1A</b> Identify contributions of historical figures such as the Allen Brothers, Sam Houston, and Abraham Lincoln who influenced Houston, Texas, and the nation.	<b>Ⓟ SS.2.4A</b> List characteristics that make someone an important figure in history, and summarize how the contributions of such people as Martin Luther King, Jr., Thurgood Marshall, and Cesar Chavez as national figures, Henrietta King as a state figure, and Barbara Jordan as a state and local figure influenced the United States, Texas, and Houston.			<b>Ⓟ SS.5.5B</b> Identify the accomplishment of notable individuals in the 20th century who have made important contributions to society in the areas of civil rights (such as Rosa Parks and Martin Luther King Jr.), women’s rights (such as Carrie Chapman Catt), military actions (such as Dwight D. Eisenhower and Colin Powell), and politics (such as Franklin D. Roosevelt).	
			<b>SS.1.1B</b> Identify historical figures such as Alexander Graham Bell and Thomas Edison who exhibited a spirit of individualism and inventiveness.					<b>SS.2.4B</b> Identify historic figures such as Amelia Earhart and Robert Fulton who exhibited a love of individualism and inventiveness, and describe their accomplishments.
			<b>Ⓟ SS.1.1C</b> Compare and contrast the lives and activities of historical figures who have influenced Houston, Texas, and the nation.					<b>SS.2.4C</b> Explain how local people such as the Allen Brothers and local events such as the Great Storm of 1900 have influenced the history of Houston and southeast Texas.



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<b>Strand 1: History</b>		<b>SS.K.2B</b> Identify ordinary people who have helped to make our community better.					
	<b>Ⓟ SS.PK.1A</b> Identify common events (such as celebrations) and routines (such as snack time and story time) that impact life in the family, classroom, and community.	<b>SS.K.1A</b> Explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day.	<b>SS.1.2A</b> Describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day.	<b>Ⓟ SS.2.1A</b> Explain why celebrations and special events are important to people, such as Memorial Day, Independence Day, and Thanksgiving Day for the nation; Juneteenth and Texas Independence Day for the state; and Cinco de Mayo and the Houston Livestock Show and Rodeo for the city and local community.			
		<b>SS.K.1B</b> Identify customs associated with national patriotic holidays, such as the parades and fireworks that are part of Independence Day celebrations.	<b>Ⓟ SS.1.2B</b> Compare the observance of holidays and celebrations, past and present.				
			<b>SS.1.2C</b> Identify the anthems of the United States ( <i>The Star Spangled Banner</i> ) and Texas ( <i>Texas, Our Texas</i> ), and the mottoes of the United States ("E Pluribus Unum" [Out of Many, One] and "In God We Trust") and Texas ("Friendship").	<b>Ⓟ SS.2.1B</b> Define landmark, and identify and explain the significance of various places such as NASA, the Astrodome, and City Hall as community landmarks; the Texas Capitol building and the Alamo as state landmarks; and the White House, the Statue of Liberty, the U.S. Capitol building, the Washington Monument, and Mount Rushmore as national landmarks.			



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<b>Strand 1: History</b>	<b>SS.PK.1B</b> Begin to categorize time intervals using words such as today, tomorrow, and next time.	<b>SS.K.3B</b> Use vocabulary related to time and chronology, including before, after, next, first, and last.	<b>Ⓟ SS.1.3A</b> Distinguish among past, present, and future.	<b>SS.2.2A</b> Describe the order of events by using designations of time periods such as ancient times and modern times.	<b>SS.3.3A</b> Define and use vocabulary related to chronology including: ancient and modern times; past, present, and future times; and BC (BCE) and AD (CE).		
				<b>SS.2.2B</b> Use vocabulary related to chronology including past, present, and future.			
	<b>SS.PK.1C</b> Connect past events to current events by linking yesterday's activity with today's work.		<b>SS.1.3C</b> Use vocabulary related to chronology, including yesterday, today, and tomorrow, to describe events or plans.	<b>SS.2.2D</b> Describe and measure calendar time by days, weeks, months, and years.	<b>SS.3.3C</b> Use years, decades, and centuries to describe historical events and time periods.		
		<b>Ⓟ SS.K.3A</b> Place events in chronological order by using calendars or timelines.	<b>Ⓟ SS.1.3B</b> Create a calendar or timeline to sequence events.	<b>Ⓟ SS.2.2C</b> Create and interpret timelines, posing and answering questions as appropriate.	<b>Ⓟ SS.3.3B</b> Create and interpret timelines, posing and answering questions as appropriate.		
					<b>SS.2.3A</b> Name several sources of information about a given period or event in history such as oral interviews, letters, diaries and journals, books, newspapers, official documents, photographs, paintings, illustrations, posters, maps, and other artifacts.		
				<b>SS.2.3B</b> Compare various interpretations of the same time period using evidence from the period such as photographs, interviews, reports, letters, diaries, essays, and music.			



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<b>Strand 2: Geography</b>	<b>Strand 2: Geography</b>						
		<b>SS.K.4B</b> Locate places on the school campus and describe their relative location using simple maps or oral directions.	<b>Ⓟ SS.1.4A</b> Locate places on a simple map and in the school using the four cardinal directions of north, south, east, and west.	<b>Ⓟ SS.2.5A</b> Use symbols and cardinal directions (north, south, east, and west) to locate places and determine directions on maps and globes.	<b>Ⓟ SS.3.5A</b> Use cardinal directions (north, south, east, and west) and intermediate directions (such as northeast or southwest) to locate places on maps and globes.	<b>Ⓟ SS.4.6A</b> Use geographic tools including grid systems, legends, symbols, scale, and compass roses to construct and interpret maps.	<b>Ⓟ SS.5.6A</b> Apply geographic tools including grid systems, legends, symbols, scales, and compass roses to construct sketch maps and formal maps, and use those maps to pose and answer questions.
	<b>SS.PK.2C</b> Begin to use words such as front, back, near, and far to indicate relative location of objects to oneself and others.	<b>Ⓟ SS.K.4A</b> Describe the relative location of people and things by using terms including over, under, near, far, left, and right.	<b>SS.1.4B</b> Describe the relative location of oneself and other objects to other locations in the classroom and school using terms such as near, far, above, below, right, and left.		<b>SS.3.5B</b> Use a scale to determine the distance between places on maps and globes.		
	<b>Ⓟ SS.PK.2B</b> Create simple representations of home, school, or community through drawings or block constructions.		<b>Ⓟ SS.1.5A</b> Create and use simple maps to identify the location of places in the classroom, school, community, and beyond.	<b>SS.2.5B</b> Draw maps to show places and routes.	<b>SS.3.5C</b> Identify the compass rose, grid system, and symbols on maps and globes, and use them to locate places.	<b>SS.4.6B</b> Translate raw geographic data such as the information found in surveys, census reports, and other primary source materials into a variety of formats such as graphs, maps, and charts.	<b>Ⓟ SS.5.6B</b> Translate raw geographic data such as the information found in surveys, census reports, and other primary source materials into a variety of formats such as graphs, maps, and charts.
	<b>SS.PK.2A</b> Identify common features and settings in the home and school environment such as library, kitchen, and playground.	<b>SS.K.5B</b> Identify the human characteristics of places such as buildings, sidewalks, and playgrounds.	<b>Ⓟ SS.1.6C</b> Use pictures or other resources to identify and describe the human characteristics of places such as the types of houses, groups of people, and ways of earning a living found there.		<b>SS.3.4D</b> Identify the language, customs, values, beliefs, and other human characteristics of a region (such as Houston and the Texas Gulf Coast) and compare them to the human characteristics of other regions.	<b>SS.4.7A</b> Define one type of region as an area with certain shared human characteristics such as political divisions, population, or economic activity, and describe a variety of regions in Texas and the Western Hemisphere that result from shared patterns of human activity.	<b>SS.5.7A</b> Define one type of region as an area with certain shared human characteristics such as political divisions, population, or economic activity, and describe a variety of regions in the United States that result from shared patterns of human activity.



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<b>Strand 2: Geography</b>	<b>SS.PK.2E</b> Identify common features of the local landscape such as houses, buildings, and streets.	<b>Ⓟ SS.K. 5A</b> Identify the physical characteristics of places such as landforms, bodies of water, and weather.	<b>Ⓟ SS.1.6A</b> Use pictures or other resources to identify and describe the physical characteristics of places such as the landforms, bodies of water, natural resources, and weather found there.	<b>Ⓟ SS.2.6A</b> Identify major landforms including the seven continents (North America, South America, Europe, Africa, Asia, Australia, and Antarctica) and major bodies of water including the five oceans (Atlantic, Pacific, Arctic, Indian, and Southern) on maps and globes.	<b>Ⓟ SS.3.4A</b> Use maps, globes, photographs, and other geographic tools to describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards	<b>SS.4.7B</b> Define one type of region as an area with certain shared physical characteristics such as climate, vegetation, and land or water forms, and describe a variety of regions in Texas and the Western Hemisphere that result from shared physical characteristics.	<b>SS.5.7B</b> Define one type of region as an area with certain shared physical characteristics such as climate, vegetation, and land or water forms, and describe a variety of regions in the United States that result from shared physical characteristics.
				<b>SS.2.6C</b> Compare information from different sources about places and regions in order to pose and answer questions about those places and regions.		<b>Ⓟ SS.4.7C</b> Compare and contrast regions in Texas with each other, with regions in the United States, and with regions in other parts of the world.	<b>Ⓟ SS.5.7C</b> Locate the fifty states on a map and identify various regions to which groups of states belong (such as New England, the Great Plains, the Midwest, and so on).
						<b>Ⓟ SS.4.8A</b> Identify where groups of people have settled in Texas today and explain why various types of communities – urban, suburban, and rural – are located where they are.	<b>SS.5.8B</b> Identify where groups of people have settled in the United States today and explain why various types of communities – urban, suburban, and rural – are located where they are.
						<b>SS.4.8B</b> Use historic thematic maps to explain patterns of settlement at different time periods in Texas.	<b>SS.5.8A</b> Use thematic maps to identify and describe the types of settlement and land use patterns in the United States.
						<b>SS.4.8C</b> Describe the location of cities in Texas in the past and present, and form generalizations to explain those locations.	<b>SS.5.8C</b> Analyze the location of capital and major cities in the United States in the past and present, and form generalizations to explain those locations.



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<b>Strand 2: Geography</b>	<p><b>Ⓟ SS.PK.2D</b> Identify changes in the environment over time such as growth and seasonal changes.</p>			<p><b>Ⓟ SS.2.7A</b> Describe how weather patterns (climate), natural resources (such as vegetation, fresh water, minerals, fertile soil, and rivers), the seasons, and natural hazards (such as hurricanes, tornadoes, floods, earthquakes, extreme heat or cold, and so on) affect where people live (settlement patterns) and what they do and how they live.</p>		<p><b>Ⓟ SS.4.8D</b> Identify and explain the geographic factors that influence settlement patterns and the distribution of population in Texas, past and present.</p>	<p><b>SS.5.8D</b> Identify and explain the geographic factors that influence settlement patterns and the distribution of population in the United States, past and present.</p>
				<p><b>SS.2.8A</b> Identify ways in which people depend on the physical environment including its natural resources to satisfy their basic needs such as, for example, farming the land for food, logging forests to provide lumber for construction, drawing water from lakes for drinking and bathing, and shearing sheep for wool to make fabric.</p>	<p><b>Ⓟ SS.3.4B</b> Compare how people in Houston and in other communities around the world adapt to (learn to live with) and modify (change) their physical environment.</p>	<p><b>SS.4.9A</b> Describe ways people have adapted to and modified their environment in Texas, past and present.</p>	<p><b>SS.5.9A</b> Describe ways people have adapted to and modified their environment in the United States, past and present.</p>
				<p><b>SS.2.8B</b> Identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, widening bayous, and mining coal.</p>			



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<b>Strand 2: Geography</b>			<b>SS.1.6B</b> Identify examples of and uses for natural resources in the community, state, and nation.	<b>SS.2.7B</b> Explain how people depend on the physical environment and its natural resources to satisfy their basic needs of food, clothing, and shelter.	<b>Ⓟ SS.3.4C</b> Describe ways in which physical processes (such as wind, erosion, and volcanoes) and human processes (such as the construction of houses, roads, and dams) affect the shape of the landscape.	<b>SS.4.9B</b> Identify reasons why people have adapted to and modified their environment in Texas, past and present, such as choosing to use various natural resources to meet basic needs.	<b>SS.5.9B</b> Identify reasons why people have adapted to and modified their environment in the United States, past and present, such as choosing to use various human resources (the work of different people) to meet basic needs.
				<b>SS.2.8C</b> Identify positive and negative consequences of human modification of the physical environment such as the irrigation of farm fields leading to better crop harvests as an example of a positive consequence and the clearing of a field of trees to build a concrete parking lot leading to increased risk of flooding as an example of a negative consequence.		<b>SS.4.9C</b> Analyze the consequences of human modification of the environment in Texas, past and present.	<b>Ⓟ SS.5.9C</b> Analyze the consequences of human modification of the environment in the United States, past and present.
			<b>SS.1.5B</b> Locate the city of Houston, the state of Texas, the United States, and other significant places on maps and globes.	<b>SS.2.6B</b> Locate the city of Houston, the state of Texas, and the nations of Canada, the United States, Mexico, and other selected countries on maps and globes.			



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<b>Strand 2: Geography</b>				<p><b>Ⓟ SS.2.8D</b> Identify ways people can conserve natural resources (such as being careful with the amount of water they use and with how much they drive so as not to need too much gasoline) and can replenish natural resources (such as planting new trees to replace those cut down).</p>			
<b>Strand 3: Economics</b>							
<b>Strand 3: Economics</b>						<p><b>SS.4.10A</b> Explain why various early Native-American groups in Texas and the Western Hemisphere developed certain economic patterns of existence such as hunter-gatherer, farmer, and complex society.</p>	<p><b>Ⓟ SS.5.10A</b> Explain why various early Native-American groups in the United States developed certain economic patterns of existence such as hunter-gatherer, farmer, and complex society.</p>
<b>Strand 3: Economics</b>						<p><b>SS.4.10B</b> Explain why early European immigrants to Texas and the Western Hemisphere developed certain economic patterns of existence.</p>	<p><b>SS.5.10B</b> Explain why early European colonists developed certain economic patterns of existence.</p>
<b>Strand 3: Economics</b>						<p><b>SS.4.11A</b> Identify the economic motivations for European exploration and settlement in Texas and the Western Hemisphere.</p>	<p><b>SS.5.11A</b> Identify the economic motivations for European exploration and settlement in the United States, including the quest for wealth and the search for the Northwest Passage.</p>
<b>Strand 3: Economics</b>						<p><b>SS.4.11B</b> Identify the economic motivations for Anglo-American colonization in Texas.</p>	



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<b>Strand 3: Economics</b>							<p><b>Ⓟ SS.5.11B</b> Compare economic activity within the three major regions of the Thirteen Colonies.</p>
						<p><b>SS.4.12A</b> Describe the development of the free enterprise system in Texas.</p>	<p><b>SS.5.12A</b> Describe the development of the free enterprise system in colonial America and the United States.</p>
			<p><b>SS.1.7C</b> Identify the role of markets in the exchange of goods and services as places where people meet to buy and sell.</p>	<p><b>SS.2.9B</b> Identify freedom of choice as one of the major ideas in the U.S. free enterprise system, and explain how people in the United States can choose where to live and work, what kind of work to do, and how much money they would like to try and earn, spend, and save.</p>	<p><b>SS.3.7D</b> Describe a free market as a system of exchange in which both producers and consumers enjoy private property and freedom of choice.</p>	<p><b>Ⓟ SS.4.12B</b> Describe how free markets, private property, individual freedom, and the profit motive combine to create a free enterprise system in Texas.</p>	<p><b>Ⓟ SS.5.12B</b> Describe how free markets, private property, individual freedom, and the profit motive combine to create a free enterprise system in the United States.</p>
			<p><b>Ⓟ SS.1.7A</b> Define goods and services as the products made or provided by producers for people, and identify examples of goods and services in the home (such as televisions and plumbing repairs), school (such as globes and teaching), and community (such as fire trucks and mail delivery).</p>	<p><b>SS.2.9A</b> Define income, goods and services (products), and work, and explain that when people work, they receive payment (earn income) for their work that allows them to buy goods and services.</p>		<p><b>SS.4.12C</b> Give examples of the benefits of the free enterprise system in Texas.</p>	<p><b>Ⓟ SS.5.12C</b> Give examples of the benefits of the free enterprise system in the United States.</p>



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>	<b>SS.PK.3C</b> Become aware of what it means to be a consumer.		<b>SS.1.8C</b> Identify examples of choices families make when buying goods and services.	<b>Ⓟ SS.2.10A</b> Distinguish between producing and consuming by explaining that producing is when businesses make goods and provide services for sale, and consuming is when people buy those goods and services to use.			
	<b>SS.PK.3B</b> Identify the basic human needs of all people for food, clothing, and shelter.	<b>SS.K.6A</b> Identify food, clothing, and shelter as basic human needs.	<b>SS.1.7B</b> Identify ways people exchange goods and services such as in stores, businesses, garage sales, and markets.	<b>SS.2.10B</b> Identify ways in which people are both producers and consumers by providing examples of people working in businesses to make products (as producers) and people shopping in stores to buy goods or order services (as consumers).	<b>Ⓟ SS.3.6A</b> Identify ways that people earn, spend, and save money.	<b>SS.4.13A</b> Give examples of various livelihoods in Texas, past and present, and explain how resources, education, and geographic factors affect the job choices of Texans.	<b>SS.5.14A</b> Give examples of ways that people in different parts of the United States earn a living, past and present, and analyze how education, technology, productive resources, and geographic factors affect the job choices of Americans.
		<b>Ⓟ SS.K.6B</b> Describe ways that basic human needs of food, clothing, and shelter can be satisfied.					
	<b>Ⓟ SS.PK.3A</b> Identify and tell about the roles, responsibilities, and services provided by community workers.	<b>SS.K.7A</b> Identify jobs in the home, school, and community.					
		<b>Ⓟ SS.K.7B</b> Explain that people have jobs to earn money that allows them to buy the things they need.			<b>SS.3.6B</b> Analyze a simple budget that includes entries for income (what people earn), spending, and saving.		
			<b>SS.1.8A</b> Identify examples of people wanting more than they can have or afford.		<b>SS.3.7A</b> Define scarcity as people wanting more things than are available, and give examples.		
		<b>SS.1.8B</b> Explain why people wanting more than they can have or afford requires them to make choices.		<b>SS.3.7B</b> Explain how scarcity affects the way people produce, distribute, and consume (use) goods and services.			



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>					<b>Ⓟ SS.3.7C</b> Explain how scarcity makes people and communities depend on one another.	<b>SS.4.14A</b> Identify ways in which technological changes have resulted in increased interdependence among Texas, the rest of the United States, and the world.	
						<b>SS.4.14B</b> Identify oil and gas, agricultural, and technological products of Texas that are purchased to satisfy the needs of people in other U.S. states and around the world.	
						<b>SS.4.14C</b> Explain how Texans satisfy some of their needs through the purchase of products from other states in the United States and from the rest of the world.	
			<b>SS.1.9A</b> Describe the requirements of various jobs and the characteristics of a job well done.				
			<b>Ⓟ SS.1.9B</b> Describe how specialized jobs such as teacher, nurse, cook, airline pilot, and mechanic that require special training, education, or skills contribute to the production of goods and services.	<b>Ⓟ SS.2.10C</b> Trace the steps required to produce a product from natural resource to finished product, including the various workers who make the product and the buildings and machines used in the production process.	<b>SS.3.8A</b> Give examples of how a simple business operates.		
					<b>SS.3.8D</b> Identify people in history (such as Henry Ford and Bill Gates) and ordinary people in the community (such as Ninfa Lorenzo and Jim McIngvale) who have started new businesses.		



What is it we want all students to learn?

Ⓟ Denotes proposed Power Objective

## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>					<b>Ⓟ SS.3.8B</b> Explain how supply and demand affect the price of a good or service.		<b>SS.5.13A</b> Explain how supply and demand affect consumers in the United States including determining the price and quantity of products available for sale.
					<b>SS.3.8C</b> Explain how the cost of producing a product and the price for which it sells affect profits.		<b>SS.5.13B</b> Evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system of the Antebellum South and its production of cotton, in the United States.
						<b>Ⓟ SS.4.13B</b> Explain how geographic factors have influenced the location of economic activities in Texas.	<b>SS.5.14B</b> Analyze the influence of geographic factors on the location of economic activities in the United States.
						<b>SS.4.13C</b> Analyze the effects of immigration, migration, and limited resources on the economic development and growth of Texas.	<b>SS.5.14C</b> Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.
						<b>SS.4.13D</b> Define and give examples of mass production, specialization, and division of labor, and describe their impact on the economic growth of Texas.	<b>SS.5.14D</b> Define and give examples of mass production, specialization, and division of labor, and describe their impact on the economic growth of the United States.



What is it we want all students to learn?

Ⓟ Denotes proposed Power Objective

## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 3: Economics</b>						<b>SS.4.13E</b> Identify significant developments in transportation and communication, and explain how these developments have influenced economic activities in Texas.	<b>Ⓟ SS.5.14E</b> Identify significant transportation and communication developments in the United States in the 19th and 20th centuries, and analyze how these developments influenced economic activity.
						<b>SS.4.13F</b> Identify American ideas about progress and equality of opportunity, and explain the impact of these ideas on the economic development and growth of Texas.	<b>SS.5.14F</b> Identify American ideas about progress and equality of opportunity, and explain the impact of these ideas on the economic development and growth of the United States.
<b>Strand 4: Government</b>	<b>Strand 4: Government</b>						
						<b>SS.4.15A</b> Compare the ways selected Native-American groups governed themselves.	<b>SS.5.15A</b> Compare the systems of government of early American colonists.
						<b>SS.4.15B</b> Identify characteristics of Spanish and Mexican colonial governments, and describe the influence of these governments on inhabitants of Texas.	<b>Ⓟ SS.5.15B</b> List characteristics of representative government, and identify examples of representative government in the American colonies including the Mayflower Compact and the Virginia House of Burgesses.
						<b>SS.4.16A</b> Identify the purposes and explain the importance of the Texas Declaration of Independence, the Texas Constitution, and the Treaty of Velasco.	<b>Ⓟ SS.5.16A</b> Explain the purpose and importance of the Declaration of Independence, and identify July 4, 1776 as the date on which the Continental Congress formally adopted it.



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Strand 4: Government	<b>SS.PK.4A</b> Identify and follow classroom rules.	<b>SS.K.8A</b> Explain that groups of people make rules because they want to have order, security, and safety.	<b>Ⓟ SS.1.10A</b> Explain that groups of people make rules and laws in homes, schools, and communities, because they want to establish order, provide security, and manage conflict.	<b>Ⓟ SS.2.11A</b> Identify functions of government, including making and enforcing laws, maintaining order and security, and providing services for the well being of the community.	<b>SS.3.9E</b> Explain how consent of the governed, voting, and the functions of local government are related.		<b>SS.5.16B</b> Explain the purposes of the U.S. Constitution of 1787 as identified in the Preamble to the Constitution.
		<b>SS.K.8B</b> Identify rules that provide order, security, and safety in the home and school.	<b>SS.1.10B</b> Give examples of rules or laws in homes, schools, and communities that help to establish order, provide security, and manage conflict.	<b>SS.2.11C</b> Describe how governments establish order, provide security, and manage conflict through laws and rules.			
						<b>Ⓟ SS.3.9A</b> Describe the basic structure of government in the City of Houston and Harris County.	<b>Ⓟ SS.4.16B</b> Identify and explain the basic functions of the three branches of state government.
							<b>Ⓟ SS.5.17B</b> Describe the system of checks and balances outlined in the U.S. Constitution in which no one branch of government can operate independently of another, and identify reasons why they were included.



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Government</b>				<b>SS.2.11B</b> Identify some governmental services in the community such as libraries, schools, and parks and explain their value to the community.	<b>SS.3.9B</b> Identify services commonly provided by the City of Houston and Harris County.		<b>SS.5.17C</b> Define federalism as a system of government in which a constitution divides powers between a national government and states, and compare the responsibilities of both governments (national and state) in the U.S. federal system.
					<b>SS.3.9D</b> Describe how local governments use various taxes, fees, fines, and grants to finance the services they provide.		
		<b>SS.K.9A</b> Identify authority figures in the home, school, and community including parents or guardians, teachers, principals, crossing guards, and police officers.	<b>SS.1.11A</b> Identify government leaders including the mayor of Houston, the governor of Texas, and the president of the United States.		<b>SS.3.9C</b> Identify key city and county officials, including the mayor and the county judge, and describe how they are chosen.		
			<b>SS.1.11B</b> Describe the roles of public officials including the mayor of Houston, the governor of Texas, and the president of the United States.	<b>SS.2.12A</b> Compare the roles of public officials including the mayor of a city, governor of a state, and president of the United States, and name the people who currently hold those elected positions in Houston, Texas, and the United States.			



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 4: Government</b>		<b>Ⓟ SS.K.9B</b> Explain how authority figures make and enforce rules.	<b>Ⓟ SS.1.11C</b> Identify the responsibilities of authority figures in the home, school, and community including the responsibilities of parents or guardians, teachers, principals, crossing guards, and police officers.				
				<b>SS.2.12B</b> Identify ways that public officials are chosen for office including election (officials such as the mayor and governor) and appointment to office (officials such as the police chief and superintendent of schools).			
<b>Strand 5: Citizenship</b>							
<b>Strand 5: Citizenship</b>		<b>SS.K.10A</b> Identify the flags of the United States and Texas.	<b>SS.1.13A</b> Explain the meaning of selected national and state patriotic symbols such as the U.S. and Texas flags, the Liberty Bell, and the Alamo as examples of people's pride in and appreciation for their nation and state.	<b>SS.2.14B</b> Identify selected symbols such as state and national birds (mockingbird in Texas and bald eagle in the U.S.) and flowers (bluebonnet in Texas and rose in the U.S.), and political symbols such as the U.S. flag, the Texas flag, and Uncle Sam.		<b>SS.4.17A</b> Explain the meaning of selected patriotic symbols and landmarks of Texas including the six flags over Texas, San Jose Mission, and the San Jacinto Monument.	<b>SS.5.18A</b> Explain the meaning and significance of selected patriotic symbols and landmarks such as the Statue of Liberty and the White House, and political symbols such as the donkey and the elephant.
				<b>SS.14A</b> Identify selected patriotic songs such as <i>America the Beautiful</i> that remind Americans why they appreciate their country.		<b>SS.4.17B</b> Sing or recite <i>Texas, Our Texas</i> .	<b>SS.5.18B</b> Sing or recite <i>The Star-Spangled Banner</i> and explain the events related to its composition.
		<b>SS.K.10B</b> Recite the Pledge of Allegiance as a class.	<b>SS.1.13B</b> Recite and explain the meanings of the Pledge of Allegiance and the Pledge to the Texas Flag.			<b>SS.4.17C</b> Recite and explain the meaning of the Pledge to the Texas Flag.	<b>SS.5.18C</b> Recite and explain the meaning of the Pledge of Allegiance.



What is it we want all students to learn?

Ⓟ Denotes proposed Power Objective

## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 5: Citizenship</b>						<b>SS.4.17D</b> Describe the origins and significance of state celebrations such as Texas Independence Day and Juneteenth.	<b>SS.5.18D</b> Describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.	
			<b>Ⓟ SS.1.13D</b> Explain how customs such as reciting the Pledge of Allegiance, symbols such as the U.S. flag and the Liberty Bell, and celebrations such as the Fourth of July and Thanksgiving reflect a U.S. belief in individualism (the importance of the individual), inventiveness and creativity, and freedom.	<b>SS.2.14C</b> Explain how customs such as singing the national anthem, symbols such as the bald eagle and the Statue of Liberty, and celebrations such as Labor Day and Presidents' Day reflect a U.S. belief in individualism (the importance of the individual), inventiveness and creativity, and freedom.				
			<b>Ⓟ SS.1.12A</b> Identify characteristics of good citizenship such as respecting the rights of others; supporting justice, truth, and equality; and taking care of one's school and community.	<b>Ⓟ SS.2.13A</b> Identify characteristics of good citizenship such as respecting the rights of others; supporting justice, truth, and equality; and taking care of one's school and community.	<b>Ⓟ SS.3.10A</b> Identify characteristics of good citizenship such as respecting the rights of others; supporting justice, truth, and equality; and taking care of one's community.			
			<b>SS.1.12B</b> Identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship.	<b>SS.2.13B</b> Identify historic figures such as Florence Nightingale, Paul Revere, and Sojourner Truth who have exemplified good citizenship.	<b>SS.3.10B</b> Identify historic figures such as Jane Adams, Helen Keller, and Harriet Tubman who have exemplified good citizenship.			
			<b>SS.1.12C</b> Identify ordinary people in the school and community who exemplify good citizenship and exhibit a spirit of individualism and inventiveness.	<b>SS.2.13C</b> Identify ordinary people in the school and community who exemplify good citizenship.	<b>SS.3.10D</b> Identify ordinary people in the school and community who exemplify good citizenship.			



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>		<p><b>Ⓟ SS.K.10C</b> Explain the use of voting as one way for groups to make decisions.</p>	<p><b>SS.1.13C</b> Use voting as a way of making choices and decisions in the classroom.</p>		<p><b>Ⓟ SS.3.10C</b> Identify and explain the importance of acts of civic responsibility including obeying laws and voting.</p>	<p><b>SS.4.18B</b> Explain why individuals must vote in state and local elections in order for state government to be representative and democratic.</p>	<p><b>Ⓟ SS.5.19B</b> Analyze the role of the individual in national elections, and explain why individuals must vote in order for a government to be considered representative and democratic.</p>
	<p><b>SS.PK.5A</b> Participate in classroom jobs and contribute to the classroom community.</p>				<p><b>SS.3.11B</b> Identify examples of actions individuals and groups can take to improve the community.</p>	<p><b>Ⓟ SS.4.18A</b> Give examples of ways in which individuals can participate voluntarily in civic affairs at state and local levels.</p>	<p><b>SS.5.19A</b> Explain how individuals can participate in civic affairs and political parties at the national level.</p>
				<p><b>SS.3.11C</b> Identify examples of nonprofit and civic organizations such as the Red Cross and explain how they serve the common good and help the community.</p>			
					<p><b>SS.3.11A</b> Give examples of community changes that result from individual or group decisions.</p>	<p><b>SS.4.18C</b> Identify historical and contemporary Texans such as Sam Houston, Lorenzo de Zavala, and Barbara Jordan who have set an example of active participation in the democratic process.</p>	<p><b>SS.5.19C</b> Identify significant individuals in U.S. history such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process.</p>
						<p><b>SS.4.18D</b> Explain how and give reasons to contact elected and appointed leaders in state and local governments.</p>	<p><b>SS.5.19D</b> Explain how and give reasons to contact elected and appointed leaders in the national government.</p>



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>						<b>SS.4.19A</b> Identify leaders in state and local governments (including the governor, selected members of the Texas Legislature, and Texans who have been President of the United States), and state the political party with which each is associated.	<b>SS.5.20A</b> Identify leaders in the national government – including the president, selected members of Congress, and the chief justice of the Supreme Court – and state the political party with which the president and the members of Congress are associated.
						<b>Ⓟ SS.4.19B</b> Identify qualities of effective leaders, and evaluate the extent to which past and present state and local leaders demonstrate those leadership qualities.	<b>SS.5.20B</b> Identify qualities of effective leaders, and compare the leadership qualities of past and present national leaders in the United States.
							<b>SS.5.21A</b> Summarize the events and arguments that led to the creation of the Bill of Rights, including the positions of Federalists and Anti-Federalists, and identify 1791 as the year of its ratification.
							<b>Ⓟ SS.5.21B</b> List and describe the important individual rights guaranteed by the 1st Amendment to the Constitution including the freedom of religion, speech, and the press, and the right to assemble peacefully and to petition the government for action.



What is it we want all students to learn?

Ⓟ Denotes proposed Power Objective

## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 5: Citizenship</b>							<b>SS.5.21C</b> Define due process as a requirement that laws and government procedures be fair and reasonable, and describe important due process rights in the Bill of Rights including trial by jury and the right to an attorney.
							<b>SS.5.21D</b> Summarize amendments to the U.S. Constitution that extend the voting rights of U.S. citizens, including the 15th, 17th, 19th, 24th, and 26th Amendments.
<b>Strand 6: Culture</b>							
<b>Strand 6: Culture</b>							<b>SS.5.22A</b> Identify significant examples of art, music, and literature from various periods in U.S. history.
					<b>SS.3.13A</b> Identify the important accomplishments of state and national heroes such as Daniel Boone and Davy Crockett, and give reasons why their actions are considered heroic.		<b>SS.5.22B</b> Explain how examples of American art, music, and literature reflect the times during which they were created.
					<b>SS.3.13B</b> Describe the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan.		



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Culture</b>					<b>SS.3.13C</b> Describe the heroic deeds of characters in Greek and Roman myths.		
					<b>SS.3.13D</b> Identify how selected fictional characters such as Robinson Crusoe created new communities.		
				<b>SS.2.15A</b> Identify selected stories, poems, statues, paintings, and other examples of Houston's cultural heritage.	<b>Ⓟ SS.3.14A</b> Identify selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from communities around the world.		
			<b>SS.1.15B</b> Describe ways in which language, stories, art, folktales, and music serve as expressions of a group's culture.	<b>SS.2.15B</b> Explain the significance of selected stories, poems, statues, paintings, and other examples of Houston's cultural heritage.	<b>SS.3.14B</b> Explain the significance of selected individual writers and artists and their stories, poems, statues, and paintings, and other examples of cultural heritage to communities around the world.		
	<b>SS.PK.6B</b> Identify similarities and differences among people by comparing oneself to classmates and people from other cultures.	<b>SS.K.11A</b> Identify personal attributes such as physical characteristics that are common to all people.	<b>SS.1.14A</b> Describe similarities and differences that exist among families.			<b>SS.4.20A</b> Identify the similarities and differences within and among selected racial, ethnic, and religious groups in Texas.	<b>SS.5.23A</b> Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.
		<b>SS.K.11B</b> Identify differences among people such as language and religion.	<b>SS.1.14B</b> Describe similarities and differences in ways families satisfy basic human needs.				



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 6: Culture</b>	<p><b>Ⓟ SS.PK.6A</b> Begin to examine a situation from another person's perspective.</p>	<p><b>SS.K.12A</b> Identify family customs and traditions, and explain their importance.</p>	<p><b>Ⓟ SS.1.15A</b> Describe various beliefs, customs, and traditions of families and explain why they are important.</p>				
		<p><b>Ⓟ SS.K.12B</b> Compare family customs and traditions.</p>					
		<p><b>SS.K.12C</b> Describe customs of the local community.</p>			<p><b>SS.3.12A</b> Explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.</p>	<p><b>SS.4.20B</b> Identify customs, celebrations, and traditions of various culture groups in Texas.</p>	<p><b>SS.5.23B</b> Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States.</p>
				<p><b>SS.3.12B</b> Compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.</p>			
						<p><b>SS.4.20C</b> Summarize the contributions of people of various racial, ethnic, and religious groups in the development of Texas.</p>	<p><b>Ⓟ SS.5.23C</b> Summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p>



What is it we want all students to learn?

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## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 7: Science, Technology and Society</b>	<b>Strand 7: Science, Technology and Society</b>						
					<b>SS.3.15A</b> Identify scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology.	<b>SS.4.21A</b> Identify famous inventors and scientists such as Gail Borden, Joseph Glidden, and Patillo Higgins, and describe their contributions to science and technology.	<b>SS.5.24A</b> Describe the contributions of famous inventors and scientists such as Neil Armstrong, John J. Audubon, Benjamin Banneker, Clarence Birdseye, George Washington Carver, Thomas Edison, and Carl Sagan.
		<b>SS.K.13A</b> Identify examples of technology (improvements in tools that allow workers to make more and better products, and people to live better or easier lives) used in the home and school such as computers and DVD players.	<b>Ⓟ SS.1.16B</b> Using photos, diaries, and other primary and secondary sources, describe how technology has changed communication, transportation, and recreation in Houston.	<b>SS.2.16A</b> Using photographs, diaries, and other sources, describe how science and technology have changed communication, transportation, and recreation over time.	<b>SS.3.15B</b> Identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.	<b>SS.4.21B</b> Describe how scientific discoveries and technological innovations have benefited individuals, businesses, and society in Texas.	<b>SS.5.24C</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.
			<b>SS.1.16C</b> Using photos, diaries, and other primary and secondary sources, describe how technology has changed the way people work in Houston.				
	<b>SS.K.13B</b> Describe how technology helps people accomplish specific tasks such as using cell phones to communicate with people in another place.	<b>SS.1.16A</b> Describe how household tools (such as computers, gasoline lawn mowers, and power saws) and appliances (such as televisions, washing machines, and air conditioners) have changed the ways families live in Houston today as compared to one hundred years ago.					



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 7: Science, Technology and Society</b>		<b>SS.K.14B</b> Give examples of ways that technology helps people satisfy their needs.		<b>Ⓟ SS.2.16B</b> Explain how science and technology have changed the ways in which people satisfy basic needs.			<b>Ⓟ SS.5.24B</b> Explain how key 19th and 20th century scientific discoveries and technological innovations such as the transcontinental railroad, the discovery of oil, and the rapid growth of technology industries advanced the economic development of the United States.
							<b>SS.5.24D</b> Analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers.
		<b>Ⓟ SS.K.14A</b> Describe how a student's life might be different without modern technology.					<b>SS.4.21C</b> Predict the impact of future scientific discoveries and technological innovations on the economy, society, and politics of Texas.



What is it we want all students to learn?

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## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies</b>	<b>Strand 8: Social Studies Skills</b>						
		<b>SS.K.15A</b> Obtain information about a topic using a variety of oral sources such as conversations, interviews, and music.	<b>SS.1.17A</b> Obtain information about a topic using a variety of oral sources such as conversations, interviews, and music.	<b>SS.2.17A</b> Evaluate information about a topic using a variety of oral sources such as conversations, interviews, and music.	<b>SS.3.16A</b> Obtain information, including historical and geographic data, about Houston and other communities using a variety of print, oral, visual, and computer sources.	<b>Ⓟ SS.4.22A</b> Differentiate between and locate primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual materials; and artifacts, and use the materials to acquire information about key events, people, and issues in the United States and Texas.	<b>Ⓟ SS.5.25A</b> Differentiate between and locate primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual materials; and artifacts, and use the materials to acquire information about key events, people, and issues in the United States and Texas.
		<b>SS.K.15B</b> Obtain information about a topic using a variety of visual sources such as pictures, symbols, television programs, maps, computer images, print materials, and artifacts.	<b>SS.1.17B</b> Obtain information about a topic using a variety of visual sources such as pictures, graphics, television programs, maps, computer images, literature, and artifacts.	<b>Ⓟ SS.2.17B</b> Analyze information about a topic using a variety of visual sources such as pictures, graphics, television programs, maps, computer software, literature, reference sources, and artifacts.			
			<b>SS.2.17C</b> Use various features of a book or other resource material including its table of contents, glossary, and index, as well as keyword computer searches, to locate information.	<b>SS.3.16D</b> Use various features of a book or other resource material including its table of contents, glossary, and index, as well as keyword computer searches, to locate information.			



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
<b>Strand 8: Social Studies Skills</b>		<p><b>Ⓟ SS.K.15C</b> Sequence and categorize information using simple lists, calendars, visual/pictorial timelines, and chronological vocabulary.</p>	<p><b>Ⓟ SS.1.17C</b> Sequence information about a topic or time period by using terms such as before, after, first, last, and next, and categorize information using simple graphic organizers such as a chart or web.</p>	<p><b>SS.2.17D</b> Sequence and categorize information about a topic or time period by using calendars, timelines, pictures, illustrations, and graphic organizers such as a simple chart or web.</p>	<p><b>SS.3.16B</b> Sequence and categorize information about Houston and other communities by using calendars, timelines, pictures, illustrations, flow charts, and other graphic organizers.</p>	<p><b>Ⓟ SS.4.22B</b> Analyze the economic, social, and political implications of events and issues in Texas history by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	<p><b>Ⓟ SS.5.25B</b> Analyze the economic, social, and political implications of events and issues in U.S. history by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>	
		<p><b>Ⓟ SS.K.15D</b> Identify main ideas from oral sources of information such as interviews, books read aloud, music, and discussions; visual sources of information such as pictures, photographs, television programs, computer images, and illustrations; and print sources of information such as simple texts.</p>	<p><b>Ⓟ SS.1.17D</b> Identify main ideas from oral sources of information such as interviews, books read aloud, music, and discussions; visual sources of information such as pictures, photographs, television programs, computer images, and illustrations; and print sources of information such as simple texts.</p>	<p><b>Ⓟ SS.2.17E</b> Interpret print, oral, and visual materials by identifying the main idea, making predictions, and comparing and contrasting information in the materials.</p>	<p><b>Ⓟ SS.3.16C</b> Interpret print, oral, and visual materials by identifying the main idea, identifying cause and effect relationships, and comparing and contrasting information in the materials.</p>			
						<p><b>Ⓟ SS.3.16E</b> Interpret and create visual representations of information including graphs, charts, tables, timelines, illustrations, and maps.</p>	<p><b>Ⓟ SS.4.22C</b> Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p>	<p><b>Ⓟ SS.5.25C</b> Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.</p>
						<p><b>SS.3.16F</b> Use appropriate mathematical skills to interpret social studies information such as maps, graphs, charts, and tables.</p>	<p><b>SS.4.22F</b> Use appropriate mathematical skills to interpret social studies information found on maps, graphs, charts, timelines and other visual sources.</p>	<p><b>SS.5.25F</b> Use appropriate mathematical skills to interpret social studies information found on maps, graphs, charts, timelines and other visual sources.</p>
							<p><b>Ⓟ SS.4.22D</b> Identify different points of view about an issue, event, or topic in Texas history.</p>	<p><b>Ⓟ SS.5.25D</b> Identify different points of view about an issue, event, or topic in U.S. history.</p>



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies Skills</b>						<b>SS.4.22E</b> Analyze the elements of frame of reference that influenced the participants in an event in Texas history.	<b>SS.5.25E</b> Analyze the elements of frame of reference that influenced the participants in an event.
						<b>SS.4.23A</b> Use social studies terminology correctly.	<b>SS.5.26A</b> Use social studies terminology correctly.
						<b>SS.4.23B</b> Incorporate main and supporting ideas in verbal and written communication about a person, issue, or event in Texas history.	<b>SS.5.26B</b> Incorporate main and supporting ideas in verbal and written communication about a person, issue, place, or event in U.S. history.
	<b>SS.PK.8A</b> Share ideas and take turns listening and speaking.	<b>SS.K.16A</b> Express ideas orally about a topic or time period based on factual knowledge and experiences.	<b>SS.1.18A</b> Express ideas orally about a topic or time period based on factual knowledge and experiences.	<b>SS.2.18A</b> Express ideas orally about a topic or time period based on factual knowledge and experiences.	<b>SS.3.17A</b> Express ideas orally about a topic or time period based on factual knowledge and experiences.	<b>SS.4.23C</b> Express ideas orally based on research and experiences.	<b>SS.5.26C</b> Express ideas orally based on research and experiences.
		<b>SS.K.16B</b> Create and interpret visuals including pictures and maps.	<b>SS.1.18B</b> Create simple pictures, maps, timelines, and graphs to record ideas about a topic or time period.	<b>Ⓟ SS.2.18B</b> Create written and visual materials such as stories, poems, maps, and graphic organizers to express ideas about a topic or time period.	<b>Ⓟ SS.3.17B</b> Create written and visual materials such as stories, poems, pictures, maps, and graphic organizers to express ideas.	<b>SS.4.23D</b> Create written and visual materials such as journal entries, reports, graphics organizers, outlines, and bibliographies.	<b>Ⓟ SS.5.26D</b> Create written and visual materials such as journal entries, reports, graphics organizers, outlines, and bibliographies.
					<b>SS.3.17C</b> Use standard grammar, sentence structure, and punctuation.	<b>SS.4.23E</b> Use standard grammar, sentence structure, and punctuation.	<b>SS.5.26E</b> Use standard grammar, sentence structure, and punctuation.



## Social Studies Prekindergarten – Grade 5 Vertical Alignment Matrix

revised 01-03-08

Strand	Prekindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Strand 8: Social Studies Skills</b>	<p><b>Ⓟ SS.PK.8B</b> Work cooperatively with others in a joint activity.</p>	<p><b>Ⓟ SS.K.17A</b> Working as a class, use a problem-solving process to identify a classroom problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p><b>Ⓟ SS.1.19A</b> Working as a class, 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.</p>	<p><b>SS.2.19A</b> Working in a cooperative group, 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.</p>	<p><b>Ⓟ SS.3.18A</b> 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.</p>	<p><b>Ⓟ SS.4.24A</b> Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages of the various options, choose and implement a solution, and evaluate the effectiveness of the solution.</p>	<p><b>Ⓟ SS.5.27A</b> Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages of the various options, choose and implement a solution, and evaluate the effectiveness of the solution.</p>
	<p><b>Ⓟ SS.K.17B</b> Working as a class, use a decision-making process to identify a classroom situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	<p><b>SS.1.19B</b> Working as a class, 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.</p>	<p><b>Ⓟ SS.2.19B</b> Working in a cooperative group, 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.</p>	<p><b>SS.3.18B</b> 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.</p>	<p><b>Ⓟ SS.4.24B</b> Use a decision-making process to identify a situation that requires a decision, gather information related to the decision, identify options, predict consequences, and take action to implement a decision.</p>	<p><b>Ⓟ SS.5.27B</b> Use a decision-making process to identify a situation that requires a decision, gather information related to the decision, identify options, predict consequences, and take action to implement a decision.</p>	

