

Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
1. History Strand: Time, Continuity, and Change				
Strand 1 - History			<p>SS.7.1.A Identify the Age of European Exploration and Settlement, Anglo Colonization, Texas Revolution/Republic, Annexation/Statehood, Civil War/Reconstruction, post Reconstruction Texas, and 20th century Texas as major eras in Texas history and describe the defining characteristics, events and significant individuals of each era.</p> <p>SS.7.1.B Apply the use of absolute and relative chronology by sequencing significant individuals, events, and eras in Texas and U.S. history.</p> <p>SS.7.1C Identify the importance of 1519, 1718, 1821, 1836, 1845, and 1861 as turning point dates in Texas history.</p>	<p>SS.8.1A Identify the Age of Exploration/Colonial Period, American Revolution, Creating a New Government, Young Nation, Westward Expansion, and Civil War/Reconstruction as major eras in U.S. history through 1877 and describe the defining characteristics, events and significant individuals of each era.</p> <p>SS.8.1B Apply the use of absolute and relative chronology by sequencing significant individuals, events, and eras in U.S. history.</p> <p style="background-color: #ffe4c4;">SS.8.1C Explain the significance of the following dates: 1607, 1776, 1787, 1803, and 1861-1865.</p>
Strand 1 - History	<p style="background-color: #ffe4c4;">SS.5.1A 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.</p> <p>SS.5.11A 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> <p>SS.5.1B Describe the accomplishments of significant colonial leaders such as Anne Hutchinson, William Penn, John Smith, and Roger Williams.</p>	<p style="background-color: #ffe4c4;">SS.6.1.A Analyze the influence of invasion, conquests, colonization, immigration, and trade on contemporary societies/countries within a region.</p> <p>SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions.</p>	<p style="background-color: #ffe4c4;">SS.7.2B Identify and describe the significance of Spanish and French conquest of the Americas including significant individuals and important events such as the exploration of Texas, establishment of Spanish missions and presidios and the growth of towns such as Bexar [San Antonio].</p> <p>SS.7.2C Identify the contributions of Moses and Stephen Austin, Lorenzo deZavala (and other Tejanos), and other empresarios during the period of Anglo settlement in Texas beginning in the 1820s.</p> <p>SS.7.2F Compare and contrast Spanish and Anglo purposes for and methods of settlement in Texas.</p>	<p>SS.8.2A Identify the search for valuable resources, new trade opportunities, the desire to spread religious beliefs, and the desire for empire as reasons for the European exploration and colonization of North America.</p> <p style="background-color: #ffe4c4;">SS.8.2B Compare and contrast the economic, social, and political reasons for the establishment of the 13 colonies.</p>



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Strand 1 - History	<p>SS.5.15A Compare the systems of government of early American colonists.</p> <p>Ⓟ SS.5.15B 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.</p>			<p>Ⓟ SS.8.3A Explain the reasons for the growth of representative government and institutions during the colonial period.</p> <p>SS.8.3B Evaluate the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government.</p> <p>SS.8.3C Describe how religion contributed to the growth of representative government in the American colonies.</p>
Strand 1 - History			<p>SS.7.2D Identify the impact of the Mexican federal Constitution of 1824 on events in Texas.</p> <p>SS.7.2E Summarize the importance of the Law of April 6, 1830, the Turtle Bayou Resolutions, and the arrest of Stephen F. Austin as examples of causes of the Texas Revolution.</p>	<p>Ⓟ SS.8.4A Analyze mercantilism, British economic policies after the French and Indian War, and colonists' responses to those policies as causes of the American Revolution.</p>
Strand 1 - History	<p>Ⓟ SS.5.2B 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.</p> <p>Ⓟ SS.5.2C 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.</p>		<p>Ⓟ SS.7.3B Examine the Texas position and issues at the battle of Gonzales, the siege of the Alamo, the convention of 1836, the Runaway Scrape, Fannin's surrender at Goliad, and the Texan victory at San Jacinto as examples of significant events in the Texas Revolution.</p>	<p>Ⓟ SS.8.4C Explain how declaring independence, writing the Articles of Confederation, the battles Lexington, Concord, Saratoga, and Yorktown, and signing the Treaty of Paris are significant events of the American Revolution.</p>
Strand 1 - History	<p>SS.5.2A Identify the contributions of significant individuals during the revolutionary period including George Washington and Thomas Jefferson.</p>	<p>SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions.</p>	<p>SS.7.3A Associate James Bowie, George Childress, Davy Crockett, Lorenzo de Zavala, James Fannin, Sam Houston, Antonio López de Santa Anna, Juan Seguin, and William B. Travis with the role they played in the events of the Texas Revolution and describe their contributions to Texas independence.</p>	<p>Ⓟ SS.8.4B Analyze the roles Samuel Adams, Benjamin Franklin, King George III, Thomas Jefferson, the Marquis de Lafayette, Thomas Paine, and George Washington played in the American Revolution.</p>



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Strand 1 - History	<p>SS.5.3A Identify the contributions of individuals, including James Madison and Roger Sherman, who helped create the U.S. Constitution.</p> <p>SS.5.3B 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.</p>			<p>Ⓟ SS.8.4D Analyze how compromise helped resolve issues including representation, slavery, foreign trade, presidential elections, and government power versus individual liberty during the Constitutional Convention of 1787 and describe the arguments for and against ratification.</p>
Strand 1 - History	<p>SS.5.18B Sing or recite <i>The Star-Spangled Banner</i> and explain the events related to its composition.</p>		<p>SS.7.4A Analyze the issues and problems facing the Republic of Texas and describe how Sam Houston, Mirabeau B. Lamar and Anson Jones, as Presidents of the Republic, addressed these issues and concerns.</p> <p>SS.7.7E Trace the emergence of a two-party system in Texas during the last years of the 20th century and describe the historical roots of the “one-party” system that dominated Texas history and politics prior to the election of Williams Clements in 1978.kj</p>	<p>Ⓟ SS.8.5A Explain major domestic issues (maintaining national security, creating a stable economic system, setting up a court system, and defining the authority of the federal government) faced by the leaders of the new government in the late 1790’s and early 1800’s and describe the solutions reached.</p> <p>SS.8.5B Examine economic issues facing the leaders of the new republic and summarize opposing positions on protective tariffs, taxation, and the banking system.</p> <p>SS.8.5C Explain the origin and trace the development of American political parties.</p> <p>SS.8.5D Explain the significance of the War of 1812 in relation to the continuing British threat in America.</p> <p style="background-color: #fce4d6;">Ⓟ SS.8.5E Trace the foreign policies of Presidents Washington through Monroe, and explain the impact of Washington’s Farewell Address and the Monroe Doctrine.</p> <p>SS.8.5F Analyze the importance of Andrew Jackson to the development of American political parties, including the beginning of the modern Democratic Party.</p> <p style="background-color: #fce4d6;">Ⓟ SS.8.5G Analyze the economic, social, political and geographic impact of federal and state Indian policies including the removal and resettlement of the Cherokee Indians [<i>Trail of Tears</i>] during the Jacksonian era.</p>



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Strand 1 - History	<p>SS.5.4B 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..</p>		<p>Ⓟ SS.7.4B Identify Manifest Destiny, Texas annexation and statehood, and border disputes as issues and events related to the outbreak of the Mexican War and the resulting significance of the Treaty of Guadalupe-Hidalgo.</p>	<p>SS.8.6A Explain how the Northwest Ordinance established principles and procedures for orderly expansion of the United States.</p> <p>SS.8.6B Explain the economic, social, and political origins of the doctrine of Manifest Destiny.</p> <p style="background-color: #fce4d6;">Ⓟ SS.8.6C Analyze the relationship between the concept of Manifest Destiny and the westward growth of the nation.</p>
Strand 1 - History	<p>Ⓟ SS.5.4C Identify examples of U.S. territorial expansion by purchase, treaty, or war during the 19th century.</p>			<p>SS.8.6E Using a map illustrating territorial acquisitions of the United States to 1853, identify areas that were acquired and the source and method of acquisition.</p>
Strand 1 - History			<p>SS.7.4A Analyze the issues and problems facing the Republic of Texas and describe how Sam Houston, Mirabeau B. Lamar and Anson Jones, as Presidents of the Republic, addressed these issues and concerns.</p>	<p>SS.8.6D Analyze opposing points of view and events that led to the Mexican War, and assess the results of this war on the United States and Mexico.</p>
Strand 1 - History	<p>SS.5.4A 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.</p> <p style="background-color: #fce4d6;">Ⓟ SS.5.4D 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.</p>		<p>Ⓟ SS.7.5A Analyze sectionalism, slavery, economic issues, and states' rights as reasons for the outbreak of the Civil War and examine the role Texas played in this conflict including the stance of Sam Houston on Texas secession.</p>	<p>SS.8.7A Define tariff, and analyze the impact of tariff policies on the rise of sectionalism in the U.S. in the 1800s.</p> <p>SS.8.7B Compare the effects of economic, social, and political factors on slaves and free blacks.</p> <p>SS.8.7C Analyze the impact of slavery on different sections of the United States in the eras preceding the Civil War.</p> <p style="background-color: #fce4d6;">Ⓟ SS.8.7D Compare the provisions and effects of congressional conflicts and compromises related to slavery and other issues in the years preceding the Civil War and examine the positions taken by John C. Calhoun, Henry Clay, and Daniel Webster as representative figures in these debates.</p>



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Strand 1 - History		SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions.		<p style="background-color: #fce4d6; padding: 2px;">Ⓟ SS.8.8A Explain the importance of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, and Robert E. Lee as political and military leaders during the Civil War.</p> <p style="background-color: #fce4d6; padding: 2px;">Ⓟ SS.8.8B Summarize the impact of major turning points of the Civil War era including the firing on Fort Sumter, the announcement of the Emancipation Proclamation, the battles of Gettysburg/Vicksburg, Lee's surrender at Appomattox Court House, and the assassination of Lincoln.</p> <p>SS.8.8C Analyze the impact of ideas about liberty, equality, union, and government as expressed by President Lincoln in his two inaugural addresses and in the Gettysburg Address.</p>
Strand 1 - History	SS.5.4E Explain why the 13th, 14th, and 15th amendments were added to the U.S. Constitution, and describe the specific rights provided by each amendment.	<p style="background-color: #fce4d6; padding: 2px;">Ⓟ SS.6.2B Describe the economic, social, and/or political impact of individual and group achievement on the historical and contemporary countries or societies of a given region.</p>	<p style="background-color: #fce4d6; padding: 2px;">Ⓟ SS.7.5B Analyze the economic, social, and political, effects of the Civil War and Reconstruction in Texas.</p>	<p style="background-color: #fce4d6; padding: 2px;">Ⓟ SS.8.9A Analyze the economic, social, and political effects of the Civil War on the North and the South after the Civil War and evaluate political strategies and programs of the Radical Republicans in their efforts to form reconstructed state governments after the Civil War.</p> <p>SS.8.1.30 Describe and evaluate the impact on various groups of economic and social issues in the South during Reconstruction.</p> <p>SS.8.9B Describe the economic difficulties faced by the United States during Reconstruction.</p> <p>SS.8.9C Explain the social problems that faced the South during Reconstruction and evaluate their impact on different groups.</p>



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Strand 1 - History			<p>SS.7.6A(1) Identify and describe factors that led to the expansion and close of the Texas frontier in the late 19th century and summarize the effects of this westward expansion on Native Americans, including the role of individuals like Cynthia Parker and her son, Quanah Parker or groups like the Buffalo soldiers.</p> <p>SS.7.6A(2) Summarize the development of the cattle industry in Texas from its beginnings in Spanish tradition through the post-Reconstruction cattle boom, including the influence of the myth and realities of cowboys and cattle trails.</p> <p>SS.7.6A(3) Summarize the economic, social, and political effects of the growth of the railroad industry in Texas, including the influence of Governor James Hogg during the late 19th century.</p>	
Strand 1 - History			<p>SS.7.6B Summarize the importance of the discovery of oil at Spindletop in 1901, the cattle industry, and the development of West Texas (oil and farming with irrigation) to economic, social, and political changes in Texas and the United States in the early 20th century.</p>	
Strand 1 - History	<p>SS.5.5B 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).</p>	<p>SS.6.1B Evaluate the relationship between historic conflicts and current conditions within a region.</p>	<p>SS.7.7C Trace the civil rights and equal rights movements of various groups in Texas in the 20th century and identify key leaders in these movements, including James Farmer, Hector P. Garcia, Oveta Culp Hobby, and Lyndon B. Johnson.</p>	



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Strand 1 - History	<p>Ⓟ SS.5.5A(3) 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.</p>	<p>SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions.</p> <p style="background-color: #fce4d6;">Ⓟ SS.6.2B Describe the economic, social, and/or political impact of individual and group achievement on the historical and contemporary countries or societies of a given region.</p>	<p>SS.7.7A Define the concept of a “boom and bust” economic cycle and trace the impact of this economic cycle on farming, oil and gas, cotton, cattle ranching, real estate, and banking as representative Texas industries.</p> <p>Ⓟ SS.7.7B Identify the goals of major reform movements in 19th and 20th century America such as abolition, temperance, suffrage, education, and the Progressive movement and evaluate the effectiveness of these and other movements in Texas and the U.S.</p> <p>Ⓟ SS.7.7D Analyze the economic, social, and political impact of major 20th century events, including World War I and World War II, on life and history in Texas.</p>	
Strand 1 - History			<p>SS.7.2A Based on available resources, summarize and compare the lifestyle characteristics [food, clothing, shelter, technology] of Native American cultures present in Texas prior to European colonization.</p>	
2. Geography Strand: People, Places, and Environments				
Strand 2 - Geography	<p>Ⓟ SS.5.6B 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.</p>	<p>SS.6.3A Using data such as population distribution, land use, physical and political features, and economic activities, create sketch and formal maps, graphs, charts, and databases to depict data about world regions, or countries within world regions.</p>	<p>SS.7.8A Create maps, graphs, charts, models, and databases representing historical and current aspects of Texas.</p>	<p>SS.8.10A Create thematic maps, graphs, charts, models, and databases using data from eras and aspects of US history.</p>
Strand 2 - Geography	<p>Ⓟ SS.5.6A 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.</p>	<p>Ⓟ SS.6.3B View, determine the utility, and interpret various types of maps, graphs, charts, and other geographic tools to pose and answer questions about geographic distributions and patterns in world regions.</p>	<p>Ⓟ SS.7.8B Interpret maps, graphs, charts, and databases to pose and answer questions about geographic distributions and patterns in historic and contemporary Texas.</p>	<p>Ⓟ SS.8.10B Analyze and interpret maps, graphs, charts, models, and databases to pose and answer questions about geographic distributions and patterns in the United States.</p>



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Strand 2 - Geography	<p>SS.5.7A 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.</p> <p>SS.5.7B 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.</p> <p>SS.5.7C 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).</p>	<p>SS.6.4A Locate major historical and contemporary sites, societies, cultures and regions on maps and globes.</p>	<p>SS.7.9A Locate and describe the characteristics of major geographic regions of Texas and identify places of importance within each region, including the location of major cities.</p>	<p>SS.8.11A Locate places and regions of importance in the United States during the 18th and 19th centuries.</p> <p>SS.8.11B Compare places and regions of the United States in terms of physical and human characteristics.</p>
Strand 2 - Geography		<p>SS.6.5B Identify how human and physical geographic factors affect the ability of a country/group to control territory and shape domestic and foreign policy in a given region or country.</p>	<p>SS.7.9C Analyze how physical factors (climate, weather, and landforms) and human factors (improvements in agriculture, transportation and communication) have affected events in Texas.</p>	<p>SS.8.11C Analyze the effects of physical and human geographic factors on major historical events and contemporary events in the United States.</p>
Strand 2 - Geography	<p>SS.5.8A Use thematic maps to identify and describe the types of settlement and land use patterns in the United States.</p> <p>SS.5.8B 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.</p> <p>SS.5.8C Analyze the location of capital and major cities in the United States in the past and present, and form generalizations to explain those locations</p> <p>SS.5.8D Identify and explain the geographic factors that influence settlement patterns and the distribution of population in the United States, past and present.</p>	<p>SS.6.3C Using maps, graphs, charts and other geographic tools, compare and contrast world regions or countries within or among regions.</p> <p>SS.6.4D Identify and explain the impact of geographic factors on the locations and types of economic activities in a given region or place.</p> <p>SS.6.4B Identify and explain various geographic factors that have an impact on population and settlement patterns in a given region or place.</p>	<p>SS.7.10B Analyze ways in which the geography of Texas has influenced economic, social, and political development in Texas.</p> <p>SS.7.11C Analyze the effects of the changing population distribution in Texas during the 20th century.</p> <p>SS.7.11D Given population data and using demographic concepts such as growth rate and age distribution describe changing population distributions and patterns in Texas in various time periods/eras.</p>	<p>SS.8.12A Analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 18th and 19th centuries.</p>



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Strand 2 - Geography	<p>Ⓟ SS.5.9C Analyze the consequences of human modification of the environment in the United States, past and present.</p> <p>SS.5.9A Describe ways people have adapted to and modified their environment in the United States, past and present.</p> <p>SS.5.9B 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.</p>	<p>SS.6.7A Identify and analyze the ways people have adapted to the physical environment in a given region or country.</p> <p>SS.6.7B Identify and analyze ways people have modified the physical environment in a given region or country.</p> <p>SS.6.7C\ Describe the impact of technology on the levels of human modification of the physical environment of a given region or place</p>	<p>SS.7.10A Identify ways in which Texans have adapted to and modified the environment and analyze the consequences of the modifications.</p>	<p>SS.8.12B Describe the consequences of human modification of the physical environment of the United States.</p> <p>SS.8.12C Describe how different immigrant groups interacted with the environment during the 18th and 19th centuries.</p>
Strand 2 - Geography		<p>SS.6.4C Differentiate between migration and immigration and explain the economic, social, and political influences on a given region or place.</p>	<p>SS.7.11A Analyze why immigrant groups came to Texas and where they settled.</p> <p>SS.7.11B Analyze how immigration and migration to Texas in the 19th and 20th centuries have influenced Texas.</p>	
Strand 2 - Geography		<p>Ⓟ SS.6.5A Identify human and physical geographic factors (location, physical features, transportation corridors, natural barriers, distribution of resources) that correlate with levels of economic development and explain the impact on a given region or country.</p>	<p>SS.7.9B Distinguish between physical and human characteristics of a place and use these categories to compare regions of Texas.</p>	
Strand 2 - Geography		<p>SS.6.6A Explain how erosion, ocean circulation, and earthquakes are examples of physical processes and have resulted in physical patterns on the Earth's surface.</p>		
Strand 2 - Geography		<p>SS.6.6B Define and distinguish between renewable and non-renewable resources and categorize resources based on these distinctions.</p>		
Strand 2 - Geography		<p>SS.6.6C Analyze the impact of physical processes and the physical environment on the people of a given region or country.</p>		



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3. Economics Strand: Production, Consumption, and Distribution				
Strand 3 - Economics	<p>Ⓟ SS.5.10A 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> <p>SS.5.10B Explain why early European colonists developed certain economic patterns of existence.</p> <p>SS.5.14B Analyze the influence of geographic factors on the location of economic activities in the United States.</p> <p>Ⓟ SS.5.11B Compare economic activity within the three major regions of the Thirteen Colonies.</p>	<p>Ⓟ SS.6.8A Compare ways in which selected groups, communities, or countries organize for the production and distribution of goods and services.</p> <p>Ⓟ SS.6.8B Identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system.</p>	<p>SS.7.13A Define national and international markets, production, and goods / services and analyze how key events often have an impact on economic activity, including production in Texas.</p>	<p>SS.8.13A Examine major economic resources and industries to identify economic differences among various regions of the United States.</p> <p>Ⓟ SS.8.13C Analyze the causes and effects of economic differences among different regions of the United States at selected times in U.S. history.</p>
	<p>SS.5.13B 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.</p> <p>SS.5.13A Explain how supply and demand affect consumers in the United States including determining the price and quantity of products available for sale.</p>	<p>Ⓟ SS.6.8C Explain the concept of scarcity and analyze the impact on international trade and global economic interdependence.</p>	<p>Ⓟ SS.7.13B Define supply and demand, profit, government regulation, and competition as key economic terms and use these terms to analyze the impact of these factors on the economy of Texas.</p>	<p>SS.8.13B Explain reasons for the development of the plantation system, the growth of the slave trade, and the spread of slavery.</p>



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Strand 3 - Economics	<p>SS.5.14C Analyze the effects of immigration, migration, and limited resources on the economic development and growth of the United States.</p> <p>SS.5.14D Define and give examples of mass production, specialization, and division of labor, and describe their impact on the economic growth of the United States.</p>		<p>SS.7.12A Explain economic factors that led to the urbanization of Texas.</p> <p>SS.7.12B Trace the development of major industries such as petroleum, technology, aerospace, and medical advancements and describe how those industries have contributed to urban growth in Texas in the 20th century.</p> <p>SS.7.12C Analyze the impact of urbanization on the nature of the workforce and the jobs and occupations that dominate 20th century Texas.</p> <p style="background-color: #fce4d6;">Ⓟ SS.7.13C Analyze the impact of significant industries in Texas such as oil and gas, aerospace, and medical technology on local, national, and international markets.</p>	<p>SS.8.14A Analyze the War of 1812 as a cause of economic changes in the nation.</p> <p>SS.8.14B Identify the economic factors that brought about rapid industrialization and urbanization.</p>
Strand 3 - Economics	<p>SS.5.12A Describe the development of the free enterprise system in colonial America and the United States.</p> <p style="background-color: #fce4d6;">Ⓟ SS.5.12B 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 style="background-color: #fce4d6;">Ⓟ SS.5.12C Give examples of the benefits of the free enterprise system in the United States.</p> <p>SS.5.14A 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.</p> <p>SS.5.14F 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.</p>	<p>Ⓟ SS.6.8B Identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system.</p>		<p>SS.8.15A Give reasons for the development of the free enterprise system in the Young Nation period.</p> <p>SS.8.15B Describe the characteristics and the benefits of the U.S. free enterprise system during the 18th and 19th centuries.</p>



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Strand 3 - Economics		SS.6.9A Identify and define the factors of production (natural resources, labor, capital, and entrepreneurs) and analyze ways these factors affect the economy of a given contemporary society or group.		
Strand 3 - Economics		SS.6.9B Describe the impact on the local economy of a region/country when one or more of the factors of production is in short supply.		
Strand 3 - Economics		SS.6.10A Define and give examples of primary, secondary, tertiary, and quaternary industries.		
Strand 3 - Economics		SS.6.10B Identify individual purchasing power, life expectancy, and literacy as examples of significant economic indicators and use these indicators to assess levels of economic development within a country and among select countries.		
Government Strand: Power and Governance				
Strand 4 - Government	SS.5.16A 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.	SS.6.12C Trace the historic origins of democratic thought and government including the impact of classical Greece and Rome, the Magna Carta, and the English Bill of Rights.		SS.8.16A Summarize key ideas in the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Declaration of Independence, and the Federalist Papers, and describe the influence these writings had on the development of government in the United States.
Strand 4 - Government	SS.5.16B Explain the purposes of the U.S. Constitution of 1787 as identified in the Preamble to the Constitution.	SS.6.12B Cite examples of countries or groups that have governments with rule by one, rule by a few, or rule by many. SS.6.11A Describe characteristics of limited and unlimited governments. SS.6.11B Identify examples of limited and unlimited governments including their relationship to democracy, constitutionalism, and totalitarianism.		SS.8.16B Summarize the strengths and weaknesses of the Articles of Confederation, and cite how these factors led to the writing of the U.S. Constitution. SS.8.16C Identify the colonial grievances listed in the Declaration of Independence, and explain how the grievances were addressed in the U.S. Constitution and Bill of Rights.



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 4 - Government	<p>Ⓟ SS.5.17A Describe the U.S. Constitution's separation of powers into three branches of government (executive, legislative, and judicial), and explain the basic functions of each branch.</p> <p>Ⓟ SS.5.17B 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.</p> <p>SS.5.17C 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.</p>	<p>SS.6.12D Describe and compare the structure and functions of government of select countries within or among a given region or historic period, including change over time in areas such as China, Germany, India, and Russia.</p> <p>SS.6.11C Identify reasons for limiting the power of government.</p> <p>SS.6.11D Compare limited and unlimited governments by citing contemporary and historic examples.</p> <p>Ⓟ SS.6.12A Identify and define types of government organization including autocracy, dictatorship, monarchy, oligarchy, and democracy, and categorize these as rule by one, few, or many.</p>	<p>Ⓟ SS.7.14A Define key principles reflected in the U.S. Constitution including limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights and describe how the Texas Constitution reflects these principles.</p> <p>Ⓟ SS.7.14B Identify the influence of ideas and structure from the U.S. Constitution on the Texas Constitution.</p> <p>Ⓟ SS.7.15A Describe the structure and functions of government at the local [city and county], state, and national levels.</p>	<p>Ⓟ SS.8.16D Analyze how the Constitution and Bill of Rights reflect the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.</p> <p>SS.8.17A Summarize why and how the U.S. Constitution is amended.</p>
Strand 4 - Government	<p>SS.5.21D 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.</p>			<p>Ⓟ SS.8.17B Describe ways the 13th, 14th, and 15th Amendments have changed life in the United States.</p>
Strand 4 - Government				<p>Ⓟ SS.8.17C Identify the origin of judicial review, and analyze examples of congressional and presidential responses to that process.</p> <p>SS.8.19A Summarize the issues, decisions, and significance of landmark Supreme Court cases including <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i> and <i>Gibbons v. Ogden</i>.</p> <p>SS.8.19B Evaluate the impact of selected landmark Supreme Court decisions including <i>Dred Scott v. Sanford</i> on life in the United States.</p>
Strand 4 - Government	<p>SS.5.21A 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.</p>			<p>Ⓟ SS.8.18A Analyze the points of view held by the Federalists and the Anti-Federalists and categorize the positions held by Alexander Hamilton, Patrick Henry, James Madison, and George Mason as representative of these two opposing factions.</p>



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 4 - Government				Ⓟ SS.8.18B Describe the issues resulting from the doctrine of states' rights, and tell how the Nullification Crisis and the Civil War are examples of conflicts arising in part from this doctrine.
Strand 4 - Government			SS.7.15B Using graphs identify major sources of revenue for local, state, and national government and distinguish between various types of taxes and fees enacted at each level of government. SS.7.15C Describe the structure and governance of Texas public education.	
5. Citizenship Strand: Civic Ideals and Practices				
Strand 5 - Citizenship	SS.5.21C 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.		Ⓟ SS.7.16A Summarize rights guaranteed in the Texas Bill of Rights and compare those rights to those expressed in the U.S. Bill of Rights.	SS.8.20A Define and give examples of unalienable rights. <div style="background-color: #fce4d6; padding: 2px;"> Ⓟ SS.8.20B Summarize rights guaranteed in the Bill of Rights </div>
Strand 5 - Citizenship	<div style="background-color: #fce4d6; padding: 2px;"> Ⓟ SS.5.19B 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. </div> SS.5.19A Explain how individuals can participate in civic affairs and political parties at the national level. SS.5.19B 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.	SS.6.13A Describe the roles and responsibilities of citizens in the United States and other contemporary nations. SS.6.13C Compare and contrast the role of US citizens with the role of citizens from other democratic and non-democratic countries. <div style="background-color: #fce4d6; padding: 2px;"> Ⓟ SS.6.14A Identify ways in which individuals can voluntarily and actively participate in a democratic society and describe the importance of this active citizenship. </div> <div style="background-color: #fce4d6; padding: 2px;"> Ⓟ SS.6.14B Explain the cause and effect relationship between being granted individual rights in a democracy and assuming the responsibilities that accompany those rights. </div>	Ⓟ SS.7.16B Describe the relationship between individual rights and the responsibilities that accompany those rights, including the concept of civic responsibility.	SS.8.20C Explain how accepting responsibility for one's behavior and supporting one's family are important examples of personal responsibilities. SS.8.20D Identify obeying rules and laws, voting, and serving on juries as examples of responsible citizenship. SS.8.20F Explain how the rights and responsibilities of U.S. citizens reflect our national identity.
Strand 5 - Citizenship				SS.8.20E Summarize the criteria and explain the process for becoming a naturalized citizen of the United States.



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 5 - Citizenship	<p>SS.5.20A 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.</p> <p>SS.5.20B Identify qualities of effective leaders, and compare the leadership qualities of past and present national leaders in the United States.</p> <p>SS.5.19C Identify significant individuals in U.S. history such as Cesar Chavez and Benjamin Franklin who modeled active participation in the democratic process.</p>		<p>SS.7.18A Identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been President of the United States.</p> <p>SS.7.18B Analyze the contributions of specific Texas leaders at the national elected level such as Henry B. González, Phil Gramm, Barbara Jordan, and Sam Rayburn.</p>	<p>SS.21A Explain how William Penn and others contributed to the development of self-government in colonial America.</p> <p>SS.21B Using identified attributes of civic virtue, evaluate the contributions of the Founding Fathers as models of this concept.</p> <p>SS.23A Analyze the leadership qualities exemplified by Abraham Lincoln, John Marshall, Thomas Jefferson, George Washington, James Monroe as examples of significant elected and/or appointed officials.</p> <p>SS.23B Describe the contributions of Frederick Douglass, Elizabeth Cady Stanton, and Harriet Tubman as examples of significant leaders for social change and John Paul Jones as a military leader.</p>
Strand 5 - Citizenship	<p>SS.5.21B 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.</p>	<p>SS.6.13B Describe the degree to which citizens in a given country have the opportunity to influence and the ability to participate in the political process in their country.</p>	<p>SS.7.17B Identify free speech and freedom of the press as important first amendment rights and describe why these rights are critical individual rights in a democratic society.</p> <p>SS.7.17C Express and defend a point of view on an issue of historical or contemporary interest in Texas.</p>	<p>SS.21C Analyze the reasons for and impact of colonial protests to British policy during the Colonial period or Thoreau's refusal to pay taxes in the 19th century as examples of civil disobedience in American history.</p> <p style="background-color: #fce4d6;">SS.8.22B Describe the importance of free speech and press in a democratic society, and cite reasons for limits on those freedoms.</p>
Strand 5 - Citizenship			<p>SS.7.17A Summarize respective points of view held by political parties and/or special interest groups in Texas on a given issue or topic in Texas history.</p>	<p>SS.22A Summarize different points of view held by political parties or special interest groups on historical and contemporary economic, social, and political issues.</p>
Strand 5 - Citizenship				<p>SS.22C Summarize compromises arising from the Constitutional Convention and 19th century conflicts related to slavery that resulted in peaceful resolution.</p>
Strand 5 - Citizenship	<p>SS.5.18A 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.</p>			



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 5 - Citizenship	SS.5.18C Recite and explain the meaning of the Pledge of Allegiance.			
Strand 5 - Citizenship	SS.5.18D Describe the origins and significance of national celebrations such as Memorial Day, Labor Day, and Columbus Day.			
6. Culture Strand: Culture; Individual Development, and Identity; Individuals, Groups, and Institutions				
Strand 6 - Culture	<p>SS.5.4G 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.</p> <p>SS.5.5A(1) Describe the characteristics of urbanization, and analyze the effects of the growth of cities on 20th century American life.</p>	<p>SS.6.15D Identify and explain examples of conflict and cooperation that arise due to expressions of cultural values among groups within a given country or region or between regions, citing specific examples.</p>		<p>SS.8.24A Examine reasons for immigration and the settlement patterns of various racial, ethnic, and religious groups in the 18th and 19th centuries, and conflicts that arose from those patterns.</p> <p>SS.8.24B Explain how urbanization led to increasing conflicts resulting from differences in religion, social class, and political beliefs.</p> <p>SS.8.24C Identify ways conflicts between people from various racial, ethnic, and religious groups were resolved.</p> <p>SS.8.25A Describe the historical development of the abolitionist movement including issues and significant leaders of the movement.</p> <p>Ⓢ SS.8.25B Identify the leaders and issues and evaluate the impact of reform movements including public education, temperance, women’s rights, prison reform, and care of the disabled.</p>



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 6 - Culture		<p>Ⓟ SS.6.19A Identify key ideas from the major world religions and philosophical traditions and explain the impact of these ideas on a given culture.</p>		<p>SS.8.26A Trace the development of religious freedom in the United States.</p> <p>SS.8.26B Describe religious influences on immigration in the Colonial period, including examples of religious intolerance and the impact of the first and second Great Awakenings.</p> <p>SS.8.26C Analyze the impact of the first amendment guarantees of religious freedom on the American way of life.</p>
Strand 6 - Culture	<p>SS.5.22A Identify significant examples of art, music, and literature from various periods in U.S. history.</p> <p>SS.5.22B Explain how examples of American art, music, and literature reflect the times during which they were created.</p>	<p>SS.6.18A Cite examples of the architecture, art, music, and literature of a given region or country and describe how art is an expression or an extension of the society that creates it.</p> <p>SS.6.18.B Evaluate the extent to which contemporary artistic and cultural expression has been influenced by historic and contemporary events, issues, and/or ideas in a given country or region.</p> <p>SS.6.18C Describe ways in which art is an expression of societal values or issues by citing specific examples from historical or contemporary societies.</p> <p>SS.6.18D Identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes.</p>		<p>SS.8.27A Describe developments in art, music, literature, drama, and other cultural activities in the history of the United States.</p> <p>SS.8.27B Analyze the relationship between fine arts and continuity and change in the American way of life.</p> <p>SS.8.27C Identify examples of American art, music, and literature that transcend American culture and convey universal themes.</p>
Strand 6 - Culture	<p>SS.5.23A Identify the similarities and differences within and among selected racial, ethnic, and religious groups in the United States.</p> <p>SS.5.23B Describe customs, celebrations, and traditions of selected racial, ethnic, and religious groups in the United States.</p> <p style="background-color: #fce4d6;">Ⓟ SS.5.23C Summarize the contributions of people of selected racial, ethnic, and religious groups to our national identity.</p>	<p>SS.6.15A Define the concepts of culture and culture region.</p> <p>SS.6.15B Describe defining traits such as language, religion, customs, traditions, food, leisure activity, and so on that all cultures and culture groups have in common.</p>	<p>SS.7.19A Cite examples to explain how the diversity of Texas is reflected in a variety of cultural activities, celebrations, and performances.</p> <p style="background-color: #fce4d6;">Ⓟ SS.7.19B Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while also adapting and contributing to the larger Texas culture.</p>	<p>Ⓟ SS.8.24D Analyze the economic, social, and political contributions of people of various racial, ethnic, and religious groups to American society.</p> <p>SS.8.24E Analyze the economic, social, and political contributions of women to American society.</p>



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 6 - Culture		<p>Ⓟ SS.6.15C Using selected cultural traits, compare and contrast the cultures of countries, groups, and/or regions to determine similar and unique/defining aspects of individual cultures.</p>		
Strand 6 - Culture		<p>SS.6.16A Identify basic economic, social, and political institutions common to all groups.</p>		
Strand 6 - Culture		<p>SS.6.16B Compare and contrast the unique characteristics of basic economic, social, and political institutions among contemporary countries and regions.</p>		
Strand 6 - Culture		<p>SS.6.17A Identify and explain the variables that link or separate cultural groups or countries, and provide specific contemporary examples.</p>		
Strand 6 - Culture		<p>Ⓟ SS.6.17B Identify examples of areas in which political boundaries divide cultural regions and describe the impact of these political divisions.</p>		
Strand 6 - Culture		<p>Ⓟ SS.6.17C Define cultural diffusion and analyze the role of trade, exploration, technology, media, war, and conquest as examples of processes which affect cultural diffusion.</p>		
Strand 6 - Culture		<p>SS.6.17D Explain the causes of cultural diffusion by citing examples from various countries or regions, past and present.</p> <p>SS.6.17E Evaluate the impact of cultural diffusion by citing examples from various countries or regions, past and present.</p>	<p>SS.7.19C Using Amarillo, Rio Grande, Corpus Christi, San Antonio, Guadalupe Mountains, Nueces River, and other examples cite place names, names for natural features, and common vocabulary (particularly that related to the cattle industry) as examples of the historic and contemporary influence of the Spanish language on life in Texas.</p>	



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 6 - Culture		SS.6.17F Cite examples of improved communication among cultures and evaluate the consequences of this improvement.		
Strand 6 - Culture		SS.6.19B Identify and explain the importance of select religious holidays and observances and describe their critical attributes.		
7. Science, Technology, and Society Strand: Science, Technology, and Society				
Strand 7 – Science, Technology, and Society	<p>Ⓢ SS.5.4F 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.</p> <p>SS.5.14E Identify significant transportation and communication developments in the United States in the 19th and 20th centuries, and analyze how these developments influenced economic activity.</p> <p>SS.5.24A 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.</p> <p>SS.5.5A(2) Analyze the social, political, and economic effects of industrialization and increased use of oil and gas on 20th century American life.</p> <p>Ⓢ SS.5.24B 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.</p> <p>SS.5.24C Explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States.</p>	<p>Ⓢ SS.6.20A Using specific examples from historic and contemporary societies, identify significant inventors/inventions and scientific discoveries and describe the global and regional impacts of these technological/scientific innovations.</p>	<p>SS.7.20A Compare types and uses of technology in Texas past and present.</p> <p>SS.7.20B Identify Walter Cunningham (space flight), Michael DeBakey (medical technology and practice), C.M. "Dad" Joiner (petrochemical), and Roy Bedichek (wildlife preservation) as examples of scientific leaders from Texas who contributed to the development of major industries and advancements in Texas.</p> <p>Ⓢ SS.7.20C Using barbed wire, the windmill, advances in the oil and gas industry, and advances in the aerospace industry as both historic and contemporary examples, analyze the economic, social, and political impact on Texas of these significant technological advances.</p> <p>SS.7.20E Cite examples of state, national, and global interdependence and analyze the impact of scientific discoveries and technological innovations on this interdependence.</p>	<p>SS.8.28A Explain how the cotton gin, the mechanical reaper, the factory system, and the Bessemer steel process were examples of new technology/innovations that led to increased productivity, industrialization, and urbanization.</p> <p>SS.8.28B Analyze the impact of canals, steam power for boats and trains, and improved roads on westward expansion, industrial growth, and urbanization in the United States.</p> <p>SS.8.28C Determine the cause and effect relationship between technological and scientific innovations and changes in the ways that goods are (were) manufactured and marketed both nationally and internationally.</p> <p>Ⓢ SS.8.28D Using specific examples, explain how technological innovation led to rapid industrialization.</p> <p>SS.8.29A Compare the effects of scientific discoveries and technological innovations that have influenced daily life in different periods in United States history.</p> <p>SS.8.29B Describe how scientific ideas influenced technological developments during different periods in U.S. history.</p> <p>SS.8.29C Using specific examples, describe how rapid industrialization changed life in the United States over time.</p>



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 7 – Science, Technology, and Society	SS.5.24D Analyze environmental changes brought about by scientific discoveries and technological innovations such as air conditioning and fertilizers..		SS.7.20D Evaluate the effects of scientific discoveries and technological innovations on the use of fossil fuels, land, and water and other natural resources in Texas.	
Strand 7 – Science, Technology, and Society	SS.5.24E Predict the impact of future scientific discoveries and technological innovations on the economy, society, and politics of the United States.	SS.6.20B Explain the impact of resources, belief systems, economic factors, and political decisions on the use of technology in a given country, place, society, or culture. SS.6.20C Predict the economic, social, political, and environmental consequences of future technological innovation and scientific discovery.	SS.7.20F Brainstorm a list of possible future innovations in science and technology and predict possible economic, social, economic, and/or political/environmental issues and consequences that may result from these discoveries.	
8. Social Studies Skills Strand: Acquiring Information, Analyzing Information, Processing Information, Problem-Solving, Decision-Making				
Strand 8 – Social Studies Skills	SS.5.25A 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.	SS.6.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in selected world cultures.	SS.7.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in Texas history.	SS.8.30A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in early United States history.
Strand 8 – Social Studies Skills	SS.5.25B 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.	SS.6.21B Analyze information about selected world cultures by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	SS.7.21B Analyze information about Texas by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.	SS.8.30B Analyze information about early United States history by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
Strand 8 – Social Studies Skills	SS.5.25C Organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.	SS.6.21C Organize and interpret print/visual information from outlines, reports, databases, maps, graphs, charts, and timelines about an event or issue in contemporary world cultures.	SS.7.21C Organize and interpret print/visual information from outlines, reports, and databases, maps, graphs, charts, and timelines related to Texas history.	SS.8.30C Organize and interpret print/visual information from outlines, reports, and databases, maps, graphs, charts, and timelines related to early U.S. history.
Strand 8 – Social Studies Skills	SS.5.25F Use appropriate mathematical skills to interpret social studies information found on maps, graphs, charts, timelines and other visual sources.	SS.6.21F Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources.	SS.7.21H Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources.	SS.8.30H Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources.



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand	Grade 5	Grade 6	Grade 7	Grade 8
Strand 8 – Social Studies Skills	<p>Ⓟ SS.5.25D Identify different points of view about an issue, event, or topic in U.S. history.</p> <p>SS.5.25E Analyze the elements of frame of reference that influenced the participants in an event.</p>	<p>SS.6.21D Identify differing points of view on a given issue or topic from a world cultures perspective.</p> <p>SS.6.21E Identify the economic, social/cultural, and/or political elements of frame of reference that might influence participants in an event or situation within select world cultures or time periods.</p>	<p>Ⓟ SS.7.21D Identify differing points of view on a given issue or event, and determine the degree to which the historical frame of reference [of the participants] influenced their viewpoint.</p> <p>SS.7.21E Establish and support a point of view on a particular event or issue in Texas history.</p>	<p>Ⓟ SS.8.30D Identify differing points of view regarding a given issue or topic in early U.S. history and determine the extent to which the historical context and frame of reference of the participants influenced this viewpoint.</p> <p>SS.8.30E Cite evidence to support a point of view related to a particular issue or event.</p>
Strand 8 – Social Studies Skills			<p>SS.7.21F Analyze written, oral, and visual material about events and issues in Texas history to determine the presence of bias.</p> <p>SS.7.21G Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a source.</p>	<p>SS.8.30F Determine criteria to identify bias in written, oral, and visual source material.</p> <p>SS.8.30G Establish possible criteria for determining validity of a source [such as information about the author, time and place of creation, corroboration from other sources, historical context, and use of language (bias)] and utilize these criteria to analyze and evaluate the validity of a primary and/or secondary source.</p>
Strand 8 – Social Studies Skills	<p>SS.5.26A Use social studies terminology correctly.</p>	<p>SS.6.22A Use social studies terminology correctly.</p>	<p>SS.7.22A Use social studies terminology correctly.</p>	<p>SS.8.31A Use social studies terminology correctly.</p>
Strand 8 – Social Studies Skills	<p>SS.5.26B Incorporate main and supporting ideas in verbal and written communication about a person, issue, place, or event in U.S. history.</p> <p>SS.5.26C Express ideas orally based on research and experiences.</p>	<p>SS.6.22B Incorporate main and supporting ideas in verbal and written communication.</p> <p>SS.6.22C Conduct research about an event or issue in world cultural studies and create graphic organizers, outlines, notes, reports, and bibliographies to support the research, and present results of the research in an oral report.</p>		
Strand 8 – Social Studies Skills	<p>SS.5.26E Use standard grammar, sentence structure, and punctuation.</p>	<p>SS.6.22E Use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>SS.7.22B Use standard grammar, spelling, sentence structure, and punctuation.</p>	<p>SS.8.31B Use standard grammar, sentence structure, and punctuation.</p>



Social Studies Grade 5 – Grade 8 Vertical Alignment Matrix

Strand 8 – Social Studies Skills			<p>Ⓟ SS.7.22C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.</p>	<p>Ⓟ SS.8.31C Transfer information from one medium to another including written to visual [pictures, diagrams, webs, models, PowerPoints] and statistical to written and visual [graphs, charts, diagrams] using computer software as appropriate.</p>
Strand 8 – Social Studies Skills	<p>Ⓟ SS.5.26D Create written and visual materials such as journal entries, reports, graphics organizers, outlines, and bibliographies.</p>	<p>Ⓟ SS.6.22D Create written (notes, journal entries, original text) and visual (maps, graphs, charts, illustrations) materials to express information about an event or issue in world cultural studies.</p>	<p>Ⓟ SS.7.22D Create written, oral, and visual presentations of social studies information related to Texas history.</p>	<p>Ⓟ SS.8.31D Create written, oral, and visual presentations of social studies information related to early American history.</p>
Strand 8 – Social Studies Skills	<p>Ⓟ SS.5.27A 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>SS.6.23A Review the steps in the problem-solving process and use this process to solve a personal or group problem and/or analyze a historic problem.</p>	<p>SS.7.23A Use a problem-solving process (in a group or individually) to address a historical issue or problem faced by individuals in Texas history and propose resolutions to that issue (both historical and creative).</p>	<p>SS.8.32A Use a problem-solving process to identify a problem (historical and/or contemporary), gather information, list options, consider the advantages and disadvantages of each option, choose a possible solution, then implement it (or examine the implementation of a historical solution), and evaluate the effectiveness of the solution strategy.</p>
Strand 8 – Social Studies Skills	<p>Ⓟ SS.5.27B 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>SS.6.23B Review the steps in the decision-making process and use this process to reach a personal or group decision and/or evaluate a historical decision.</p>	<p>SS.7.23B Use a decision-making process (in a group or individually) to formulate a plan of action regarding a situation that presents itself in Texas history.</p>	<p>SS.8.32B Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences of each option, and take action to implement the decision.</p>

