



# Social Studies Vertical Alignment, *Prekindergarten – Grade 2*

	Prekindergarten-PK3/PK4**	Kindergarten	Grade 1	Grade 2
Standards	Texas Prekindergarten Guidelines	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)	Texas Essential Knowledge and Skills (TEKS)
Domain(s) / Content Area	<b>VII. Social Studies Domain</b> <b>I. Social and Emotional Development Domain</b> <b>III. Reading Domain</b> <b>V. Mathematics Domain</b> <b>X. Technology</b>	Social Studies	Social Studies	Social Studies
Sub-Domains / Strands	A. People, Past and Present B. Economics C. Geography D. Citizenship  B. Self-Regulation D. Comprehension of Text C. Geometry and Spatial Sense D. Measurement A. Technology and Devices	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills	1. History 2. Geography 3. Economics 4. Government 5. Citizenship 6. Culture 7. Science, Technology, and Society 8. Social Studies Skills

\*Refers to the Social Studies TEKS adopted in 2020

\*\* There are no PK3 outcomes for The Social Studies domain of learning.

# HISTORY

<p><b>Prekindergarten-PK4</b> A. People, Past and Present</p>	<p><b>Kindergarten</b> <b>K(1)</b> The student understands that holidays are celebrations of special events. The student is expected to: <b>AND</b> <b>K(2)</b> The student understands how historical figures helped shape the state and nation. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(1)</b> The student understands the origins of customs, holidays, and celebrations. The student is expected to: <b>AND</b> <b>1(2)</b> The student understands how historical figures helped shape the state and nation. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(1)</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to: <b>AND</b> <b>2(2)</b> The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p>
<p><b>VII.A.3</b> Child connects his life to events, time, and routines.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p><b>VII.A.1.</b> Child identifies similarities and differences between himself, classmates and other people through specific characteristics and cultural influences.</p>	<p><b>K(1)(A)</b> identify national patriotic holidays such as Constitution Day, Presidents' Day, Veterans Day, and Independence Day.</p>	<p><b>1(1)(A)</b> describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day.</p>	<p><b>2(1)(A)</b> explain the significance of various community, state, and national celebrations such as Veterans Day, Memorial Day, Independence Day, and Thanksgiving.</p>
<p><b>VII.A.1.</b> Child identifies similarities and differences between himself, classmates and other people through specific characteristics and cultural influences.</p>	<p><b>K(1)(B)</b> identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p>	<p><b>1(1)(B)</b> compare the observance of holidays and celebrations.</p>	<p>No standard present in the vertical progression</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(1)(B)</b> identify and explain the significance of various community, state, and national landmarks such as monuments and government buildings.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(2)(A)</b> identify contributions of historical figures, including Stephen F. Austin, George Washington,</p>	<p><b>1(2)(A)</b> identify contributions of historical figures, including Sam Houston, George Washington,</p>	<p><b>2(2)(A)</b> identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, and Theodore</p>

<p><b>Prekindergarten-PK4</b> A. People, Past and Present</p>	<p><b>Kindergarten</b> <b>K(1)</b> The student understands that holidays are celebrations of special events. The student is expected to: <b>AND</b> <b>K(2)</b> The student understands how historical figures helped shape the state and nation. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(1)</b> The student understands the origins of customs, holidays, and celebrations. The student is expected to: <b>AND</b> <b>1(2)</b> The student understands how historical figures helped shape the state and nation. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(1)</b> The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to: <b>AND</b> <b>2(2)</b> The student understands how historical figures helped shape the community, state, and nation. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p>Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation.</p>	<p>Abraham Lincoln, and Martin Luther King Jr., who have influenced the state, and nation.</p>	<p>Roosevelt, who have influenced the state, and nation.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(2)(B)</b> compare the lives of historical figures and other individuals who have influenced the state, and nation.</p>	<p><b>2(2)(B)</b> describe how people and events have influenced local community history.</p>

# GEOGRAPHY

<p><b>Prekindergarten-PK3/PK4</b> C. Geography</p> <p><b>V. Mathematics Domain</b> C. Geometry and Spatial Sense</p>	<p><b>Kindergarten</b></p> <p><b>K(3)</b> The student understands the concept of location. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(3)</b> The student understands the relative location of places. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(4)</b> The student understands the purpose of geographic tools, including maps and globes. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(3)</b> The student uses simple geographic tools, including maps and globes. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(4)</b> The student understands the location of places in their community, state, country, and the world. The student is expected to:</p>
<p><b>PK3.V.C.3</b> Child begins to use language to describe position of objects.</p> <p><b>PK4.V.C.3</b> Child demonstrates use of position words.</p>	<p><b>K(3)(A)</b> use spatial terms, including over, under, near, far, left, and right, to describe relative location.</p>	<p><b>1(3)(A)</b> describe the location of self and objects relative to other locations in the classroom and school using spatial terms.</p>	<p>No standard present in the vertical progression</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(3)(B)</b> locate places using the four cardinal directions.</p>	<p>No standard present in the vertical progression</p>
<p>No standard present in the vertical progression</p>	<p><b>K(3)(B)</b> locate places on the school campus and describe their relative locations.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p><b>VII.C.2.</b> Child explores geography tools and resources.</p>	<p><b>K(3)(C)</b> identify and use geographic tools that aid in determining location, including maps and globes.</p>	<p><b>1(4)(A)</b> create and use simple maps such as maps of the home, classroom, school, and community.</p>	<p><b>2(3)(B)</b> create maps to show places and routes within the home, school, and community.</p>
<p><b>VII.C.2.</b> Child explores geography tools and resources.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(3)(A)</b> identify and use information on maps and globes using basic map elements such as title, cardinal directions, and legend.</p>
<p><b>VII.C.1</b> Child identifies and creates common geographic features.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(4)(A)</b> identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.</p>

VII.C.2. Child explores geography tools and resources.	No standard present in the vertical progression	<b>1(4)(B)</b> locate and explore the community, Texas, and the United States on maps and globes.	<b>2(4)(B)</b> locate places, including the local community, Texas, the United States, the state capital, the U.S. capital, and the bordering countries of Canada and Mexico on maps and globes.
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## GEOGRAPHY

Prekindergarten-PK4 C. Geography	Kindergarten	Grade 1	Grade 2
	<b>K(4)</b> The student understands physical and human characteristics of place to better understand self, home, family, classroom, and the world around them. The student is expected to:	<b>1(5)</b> The student understands physical and human characteristics of place to better understand their community and the world around them. The student is expected to:	<b>2(4)</b> The student understands the location of places in their community, state, country, and the world. The student is expected to: <b>AND</b> <b>2(5)</b> The student understands how humans use and modify the physical environment. The student is expected to:
VII.C.1. Child identifies and creates common geographic features.	<b>K(4)(A)</b> identify the physical characteristics of place such as landforms, bodies of water, Earth’s resources, and weather.	<b>1(5)(A)</b> identify and describe the physical characteristics of place such as landforms, bodies of water, Earth’s resources, and weather.	<b>2(4)(A)</b> identify major landforms and bodies of water, including each of the seven continents and each of the oceans, on maps and globes.
No standard present in the vertical progression	<b>K(4)(B)</b> identify how geographic location influences human characteristics of place such as shelter, clothing, food, and activities.	<b>1(5)(B)</b> identify and describe how geographic location influences the human characteristics of place such as shelter, clothing, food, and activities.	No standard present in the vertical progression
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(5)(A)</b> identify ways in which people have modified the physical environment such as clearing land, building roads, using land for agriculture, and drilling for oil.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(5)(B)</b> identify consequences of human modification of the physical environment.

No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression
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## ECONOMICS

<b>Prekindergarten-PK4</b> B. Economics	<b>Kindergarten</b> <b>K(5)</b> The student understands the difference between human needs and wants and how they are met. The student is expected to: <b>AND</b> <b>K(6)</b> The student understands the value of jobs. The student is expected to:	<b>Grade 1</b> <b>1(6)</b> Economics. The student understands how families meet basic human needs. The student is expected to: <b>AND</b> <b>1(7)</b> Economics. The student understands the concepts of goods and services. The student is expected to:	<b>Grade 2</b> <b>2(6)</b> The student understands the value of work. The student is expected to: <b>AND</b> <b>2(7)</b> The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
<b>VII.B.1.</b> Child demonstrates an understanding that all people need food, clothing, and shelter.	<b>K(5)(A)</b> identify basic human needs of food, clothing, and shelter.  <b>K(5)(C)</b> explain how basic human needs can be met.	<b>1(6)(A)</b> describe ways that families meet basic human needs.	No standard present in the vertical progression
<b>VII.B.1.</b> Child demonstrates an understanding that all people need food, clothing, and shelter.	<b>K(5)(B)</b> explain the difference between needs and wants.	<b>1(6)(B)</b> describe similarities and differences in ways families meet basic human needs.	No standard present in the vertical progression
<b>VII.B.3</b> Child discusses the roles and responsibilities of family, school, and community helpers.	No standard present in the vertical progression	<b>1(7)(A)</b> identify examples of goods and services in the home, school, and community.	No standard present in the vertical progression
<b>VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.	No standard present in the vertical progression	<b>1(7)(B)</b> identify ways people exchange goods and services.	No standard present in the vertical progression
<b>VII.B.2</b> Child demonstrates an understanding of what it means to be a consumer.	No standard present in the vertical progression	<b>1(7)(C)</b> identify the role of markets in the exchange of goods and services.	No standard present in the vertical progression

# ECONOMICS

<b>Prekindergarten-PK4</b> B. Economics	<b>Kindergarten</b> <b>K(6)</b> The student understands the value of jobs. The student is expected to:	<b>Grade 1</b> <b>1(8)</b> The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: <b>AND</b> <b>1(9)</b> The student understands the value of work. The student is expected to:	<b>Grade 2</b> <b>2(6)</b> Economics. The student understands the value of work. The student is expected to: <b>AND</b> <b>2(7)</b> The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
No standard present in the vertical progression	No standard present in the vertical progression	<b>1(8)(A)</b> identify examples of people wanting more than they can have.	No standard present in the vertical progression
<b>VII.B.1.</b> Child demonstrates an understanding that all people need food, clothing, and shelter.	No standard present in the vertical progression	<b>1(8)(B)</b> explain why wanting more than they can have requires that people make choices.	No standard present in the vertical progression
<b>VII.B.2.</b> Child demonstrates understanding of what it means to be a consumer.	No standard present in the vertical progression	<b>1(8)(C)</b> identify examples of choices families make when buying goods and services.	No standard present in the vertical progression
<b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.	<b>K(6)(A)</b> identify jobs in the home, school, and community.	No standard present in the vertical progression	No standard present in the vertical progression
<b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.	<b>K(6)(B)</b> explain why people have jobs.	No standard present in the vertical progression	<b>2(6)(A)</b> explain how work provides income to purchase goods and services.
<b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.	No standard present in the vertical progression	<b>1(9)(A)</b> describe the tools of various jobs and the characteristics of a job well performed.	No standard present in the vertical progression
<b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.	No standard present in the vertical progression	<b>1(9)(B)</b> describe how various jobs contribute to the production of goods and services.	No standard present in the vertical progression

<b>Prekindergarten-PK4</b> B. Economics	<b>Kindergarten</b> <b>K(6)</b> The student understands the value of jobs. The student is expected to:	<b>Grade 1</b> <b>1(8)</b> The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: <b>AND</b> <b>1(9)</b> The student understands the value of work. The student is expected to:	<b>Grade 2</b> <b>2(6)</b> Economics. The student understands the value of work. The student is expected to: <b>AND</b> <b>2(7)</b> The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
<b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(6)(B)</b> explain the choices people can make about earning, spending, and saving money.
<b>VII.B.2.</b> Child demonstrates understanding of what it means to be a consumer.	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(7)(A)</b> distinguish between producing and consuming.
<b>VII.B.2.</b> Child demonstrates understanding of what it means to be a consumer.	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(7)(B)</b> identify ways in which people are both producers and consumers.
No standard present in the vertical progression	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(7)(C)</b> trace the development of a product from a natural resource to a finished product.



# GOVERNMENT

<p><b>Prekindergarten-PK3/PK4</b> B. Economics</p> <p><b>I. Social and Emotional Development Domain</b> B. Self-Regulation 1. Behavior Control</p>	<p><b>Kindergarten</b></p> <p><b>K(7)</b> The student understands the purpose of rules. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(8)</b> The student understands the role of authority figures. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(10)</b> The student understands the purpose of rules and laws. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(11)</b> The student understands the role of authority figures and public officials. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(8)</b> The student understands the purpose of governments. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(9)</b> The student understands the role of public officials. The student is expected to:</p>
<p><b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults.</p> <p><b>I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults.</p>	<p><b>K(7)(A)</b> identify purposes for having rules.</p>	<p><b>1(10)(A)</b> explain the purpose for rules and laws in the home, school, and community.</p>	<p>No standard present in the vertical progression</p>
<p><b>PK3.I.B.1.a</b> Child follows simple rules and routines when assisted by adults.</p> <p><b>I.B.1.a</b> Child follows classroom rules and routines with occasional reminders from adults.</p>	<p><b>K(7)(B)</b> identify rules that provide order, security, and safety in the home and school.</p>	<p><b>1(10)(B)</b> identify rules and laws that establish order, provide security, and manage conflict.</p>	<p><b>2(8)(A)</b> identify functions of governments such as establishing order, providing security, and managing conflict.</p>
<p><b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(8)(B)</b> identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community.</p>
<p><b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.</p>	<p><b>K(8)(A)</b> identify authority figures in the home, school, and community.</p>	<p>No standard present in the vertical progression</p>	<p><b>2(9)(A)</b> name current public officials, including mayor, governor, and president</p>

<p><b>Prekindergarten-PK3/PK4</b> B. Economics</p> <p><b>I. Social and Emotional Development Domain</b> B. Self-Regulation 1. Behavior Control</p>	<p><b>Kindergarten</b></p> <p><b>K(7)</b> The student understands the purpose of rules. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(8)</b> The student understands the role of authority figures. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(10)</b> The student understands the purpose of rules and laws. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(11)</b> The student understands the role of authority figures and public officials. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(8)</b> The student understands the purpose of governments. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(9)</b> The student understands the role of public officials. The student is expected to:</p>
<p><b>VII.B.3.</b> Child discusses the roles and responsibilities of family, school, and community helpers.</p>	<p><b>K(8)(B)</b> explain how authority figures enforce rules.</p>	<p><b>1(11)(A)</b> identify the responsibilities of authority figures in the home, school, and community.</p> <p><b>1(11)(B)</b> identify and describe the roles of public officials in the community, state, and nation.</p>	<p><b>2(9)(B)</b> compare the roles of public officials, including mayor, governor, and president.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(9)(C)</b> identify ways that public officials are selected, including election and appointment to office.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(9)(D)</b> identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions.</p>

# CITIZENSHIP

<p><b>Prekindergarten-PK4</b> D. Citizenship</p>	<p><b>Kindergarten</b> <b>K(9)</b> The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(12)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>1(13)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(10)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>2(11)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(12)(A)</b> identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.</p>	<p><b>2(10)(A)</b> identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(12)(B)</b> identify historical figures and other individuals who have exemplified good citizenship such as Benjamin Franklin and Eleanor Roosevelt.</p>	<p><b>2(10)(B)</b> identify historical figures and other individuals who have exemplified good citizenship such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs), Navajo Code Talkers, and Sojourner Truth.</p>

<p><b>Prekindergarten-PK4</b> D. Citizenship</p>	<p><b>Kindergarten</b> <b>K(9)</b> The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(12)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>1(13)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(10)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>2(11)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>
<p><b>VII.D.1.</b> Child identifies flags of the United States and Texas.</p>	<p><b>K(9)(A)</b> identify the United States flag and the Texas state flag.</p>	<p><b>1(13)(A)</b> explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo.</p>	<p><b>2(11)(C)</b> identify symbols such as state and national birds and flowers and Uncle Sam.</p>
<p><b>VII.D.2.</b> Child recites the Pledge of Allegiances to the United States flag and the state flag and observes a moment of silence.</p>	<p><b>K(9)(B)</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.</p>	<p><b>1(13)(B)</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.</p>	<p><b>2(11)(A)</b> recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(13)(C)</b> identify anthems and mottoes of Texas and the United States.</p>	<p><b>2(11)(B)</b> sing, recite, or identify selected patriotic songs, including "The Star Spangled Banner" and "America the Beautiful."</p>
<p><b>VII.D.3.</b> The child engages in voting as a method for group decision-making.</p>	<p><b>K(9)(C)</b> use voting as a method for group decision making.</p>	<p><b>1(13)(D)</b> explain and practice voting as a way of making choices and decisions.</p>	<p>No standard present in the vertical progression</p>

<p><b>Prekindergarten-PK4</b> D. Citizenship</p>	<p><b>Kindergarten</b> <b>K(9)</b> The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. The student is expected to:</p>	<p><b>Grade 1</b> <b>1(12)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>1(13)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>	<p><b>Grade 2</b> <b>2(10)</b> The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to: <b>AND</b> <b>2(11)</b> The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(13)(E)</b> explain how patriotic customs and celebrations reflect American individualism and freedom.</p>	<p><b>2(11)(D)</b> identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>2(10)(D)</b> identify ways to actively practice good citizenship, including involvement in community service.</p>

# CULTURE

<b>Prekindergarten-PK4</b> A. People, Past and Present	<b>Kindergarten</b> <b>K(10)</b> The student understands similarities and differences among individuals. The student is expected to: <b>AND</b> <b>K(11)</b> The student understands the importance of family traditions. The student is expected to:	<b>Grade 1</b> <b>1(14)</b> The student understands the importance of family and community beliefs, language, and traditions. The student is expected to:	<b>Grade 2</b> <b>2(12)</b> The student understands ethnic and/or cultural celebrations. The student is expected to:
<b>VII.A.1.</b> Child identifies similarities and differences between himself, classmates and other people through specific characteristics and cultural influences.	<b>K(10)(A)</b> identify similarities and differences among individuals such as kinship and religion.	No standard present in the vertical progression	No standard present in the vertical progression
<b>VII.A.2.</b> Child identifies similarities and difference in characteristics of families.	<b>K(11)(A)</b> describe and explain the importance of family traditions.	<b>1(14)(A)</b> describe and explain the importance of beliefs, language, and traditions of families and communities.	No standard present in the vertical progression
<b>VII.A.2.</b> Child identifies similarities and difference in characteristics of families.	<b>K(11)(B)</b> compare traditions among families.	No standard present in the vertical progression	No standard present in the vertical progression
<b>VII.A.2.</b> Child identifies similarities and difference in characteristics of families.	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(12)(A)</b> identify the significance of various ethnic and/or cultural celebrations.
<b>VII.A.2.</b> Child identifies similarities and difference in characteristics of families.	No standard present in the vertical progression	No standard present in the vertical progression	<b>2(12)(B)</b> compare ethnic and/or cultural celebrations.
<b>VII.A.2.</b> Child identifies similarities and difference in characteristics of families.	No standard present in the vertical progression	<b>1(14)(B)</b> explain the way folktales and legends reflect beliefs, language, and traditions of communities.	No standard present in the vertical progression

## SCIENCE, TECHNOLOGY AND SOCIETY

<p><b>Prekindergarten-PK4</b>  <b>X. Technology Domain</b>  A. Technology and Devices</p>	<p><b>Kindergarten</b>  <b>K(12)</b> Science, technology, and society. The student understands ways technology is used in the home and school and how technology affects people's lives. The student is expected to:</p>	<p><b>Grade 1</b>  <b>1(15)</b> The student identifies individuals who created or invented new technology and understands how technology affects daily life, past and present. The student is expected to:</p>	<p><b>Grade 2</b>  <b>2(13)</b> Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to:  <b>AND</b>  <b>2(14)</b> The student identifies individuals who exhibited individualism and inventiveness. The student is expected to:</p>
<p><b>X.A.2</b> Child uses and names a variety of digital tools that support and enhance learning.</p>	<p><b>K(12)(A)</b> identify examples of technology used in the home and school.</p>	<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>
<p>No standard present in the vertical progression</p>	<p><b>K(12)(B)</b> describe how technology helps accomplish specific tasks and meet people's needs.</p>	<p><b>1(15)(A)</b> describe how technology changes the ways families live.</p>	<p><b>2(13)(B)</b> explain how science and technology have affected the ways in which people meet basic needs.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(12)(C)</b> describe how his or her life might be different without modern technology.</p>	<p><b>1(15)(B)</b> describe how technology has affected communication, transportation, and recreation.</p>	<p><b>2(13)(A)</b> describe how science and technology have affected communication, transportation, and recreation.</p>
<p>No standard present in the vertical progression</p>	<p>No standard present in the vertical progression</p>	<p><b>1(15)(C)</b> identify the contributions of scientists and inventors such as Alexander Graham Bell, Thomas Edison, and Garrett Morgan.</p>	<p><b>2(14)(A)</b> identify individuals who have exhibited individualism and inventiveness such as Amelia Earhart and George Washington Carver.</p>

## SOCIAL STUDIES SKILLS

<p><b>Prekindergarten-PK3/PK4</b> A. People, Past and Present C. Geography</p> <p><b>III. Emergent Literacy: Reading Domain</b> D. Comprehension of Text</p> <p><b>V. Mathematics Domain</b> D. Measurement</p>	<p><b>Kindergarten</b></p> <p><b>K(13)</b> Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(14)</b> The student communicates in oral and visual forms. The student is expected to:</p> <p><b>AND</b></p> <p><b>K(15)</b> Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>	<p><b>Grade 1</b></p> <p><b>1(16)</b> The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(17)</b> The student communicates in oral, visual, and written forms. The student is expected to:</p> <p><b>AND</b></p> <p><b>1(18)</b> The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>	<p><b>Grade 2</b></p> <p><b>2(15)</b> The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(16)</b> The student communicates in written, oral, and visual forms. The student is expected to:</p> <p><b>AND</b></p> <p><b>2(17)</b> The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to:</p>
<p>No standard present in the vertical progression</p>	<p><b>K(13)(A)</b> gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.</p>	<p><b>1(16)(A)</b> gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, symbols, and artifacts with adult assistance.</p>	<p><b>2(15)(A)</b> gather information about a topic using a variety of valid oral and visual sources such as interviews, music, pictures, maps, and artifacts.</p>
<p><b>PK3.III.D.4</b> Child attempts to make predictions by looking at the cover of a book or the pictures within a story.</p> <p><b>PK4.III.D.4</b> Child makes inferences and predictions about a text.</p>	<p><b>K(13)(B)</b> sequence and categorize information.</p>	<p><b>1(16)(B)</b> sequence and categorize information.</p>	<p><b>2(15)(B)</b> interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, predicting, comparing, and contrasting.</p>



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<p><b>VII.A.3</b> Child connects his life to events, time, and routines.</p> <p><b>PK3.V.D.4</b> Child shows awareness of the passage of time within a day.</p> <p><b>PK4.V.D.4</b> Child uses language to describe concepts associated with the passing of time within a day.</p>	<p><b>K(14)(A)</b> place events in chronological order.</p> <p><b>K(14)(B)</b> use social studies terminology related to time and chronology correctly, including before, after, next, first, last, yesterday, today, and tomorrow.</p>	<p><b>1(17)(A)</b> use a simple timeline to distinguish among past, present, and future.</p> <p><b>1(17)(B)</b> use a calendar to describe and measure time in days, weeks, months, and years.</p>	<p><b>2(16)(A)</b> describe the order of events by using designations of time periods such as historical and present times.</p> <p><b>2(16)(B)</b> apply vocabulary related to chronology, including past, present, and future.</p>
<p>No standard present in the vertical progression</p>	<p><b>K(14)(C)</b> express ideas orally based on knowledge and experiences.</p>	<p><b>1(17)(C)</b> express ideas orally based on knowledge and experiences.</p>	<p><b>2(16)(E)</b> express ideas orally based on knowledge and experiences.</p>
<p><b>VII.C.2</b> Child explores geography tools and resources.</p>	<p><b>K(14)(D)</b> create and interpret visuals, including pictures and maps.</p>	<p><b>1(17)(D)</b> create and interpret visual and written material.</p>	<p><b>2(16)(C)</b> create and interpret timelines for events in the past and present.</p> <p><b>2(16)(F)</b> create written and visual material such as stories, maps, and graphic organizers to express ideas.</p>

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No standard present in the vertical progression	No standard present in the vertical progression	<b>1(17)(E)</b> use social studies terminology correctly.	<b>2(16)(D)</b> use social studies terminology correctly.
No standard present in the vertical progression	<b>K(15)(A)</b> use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<b>1(18)(A)</b> use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.	<b>2(17)(A)</b> use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.