

Vertical Alignment Document

Social Studies

Kindergarten, First, Second, Third



SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

Social Studies K-3

Kindergarten	First Grade	Second Grade	Third Grade
<p>(1) In Kindergarten, the focus is on the self, home, family, and classroom. The study of our state and national heritage begins with an examination of the celebration of patriotic holidays and the contributions of historical people. The concept of chronology is introduced. Students discuss geographic concepts of location and physical and human characteristics of places. Students are introduced to the basic human needs of food, clothing, and shelter and to ways that people meet these needs. Students learn the purpose of rules and the role of authority figures in the home and school. Students learn customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. Students compare family customs and traditions and describe examples of technology in the home and school. Students acquire information from a variety of oral and visual sources.</p>	<p>(1) In Grade 1, students learn about their relationship to the classroom, school, and community. The concepts of time and chronology are developed by distinguishing among past, present, and future events. Students identify anthems and mottoes of the United States and Texas. Students make simple maps to identify the location of places in the classroom, school, and community. The concepts of goods and services and the value of work are introduced. Students identify historic figures and ordinary people who exhibit good citizenship. Students describe the importance of family customs and traditions and identify how technology has changed family life. Students sequence and categorize information.</p>	<p>(1) In Grade 2, students focus on a study of their local community by examining the impact of significant individuals and events on the history of the community as well as on the state and nation. Students begin to develop the concepts of time and chronology by measuring calendar time by days, weeks, months, and years. The relationship between the physical environment and human activities is introduced as are the concepts of consumers and producers. Students identify functions of government as well as services provided by the local government. Students continue to acquire knowledge of important customs, symbols, and celebrations that represent American beliefs and principles. Students identify the significance of works of art in the local community and explain how technological innovations have changed transportation and communication. Students communicate what they have learned in written, oral, and visual forms.</p>	<p>(1) In Grade 3, students learn how individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.</p>

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; **Blue – Supporting Information Clarifications from CSCOPE**

CELL SHADING — **BEIGE: Student Expectations that are tested at current and/or other grade levels**

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

Social Studies K-3

Kindergarten	First Grade	Second Grade	Third Grade
(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include You're a Grand Old Flag and a children's biography of George Washington. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.	(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include a children's biography of Abraham Lincoln. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.	(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of the bluebonnet. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.	(2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies; folktales, myths, and legends; and poetry, songs, and artworks is encouraged. Selections may include the legend of Paul Bunyan. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.
(3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the geography and social studies skills strands in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together.			
(4) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code, §28.002(h).			

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; **Blue – Supporting Information Clarifications from CSCOPE**

CELL SHADING — **BEIGE: Student Expectations that are tested at current and/or other grade levels**

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
K.1	<i>History. The student understands that holidays are celebrations of special events. The student is expected to:</i>	1.2	<i>History. The student understands the origins of customs, holidays, and celebrations. The student is expected to:</i>	2.1	<i>History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. The student is expected to:</i>		
K.1A	<p>Explain the reasons for national patriotic holidays such as Presidents' Day and Independence Day; and</p> <p>Explain</p> <p>REASONS FOR NATIONAL PATRIOTIC HOLIDAYS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Presidents' Day <ul style="list-style-type: none"> • Celebrates the birthday of the nation's first president. Washington's birthday has been celebrated since 1796. Washington's birthday is a national holiday celebrated the third Monday in February (HR 15951 in 1961). It has popularly become known as Presidents' Day to celebrate Lincoln's birthday (also in February) as well as other presidents. 	1.2A	<p>Describe the origins of selected customs, holidays, and celebrations of the community, state, and nation such as Martin Luther King, Jr. Day, Independence Day, and Veterans' Day;</p> <p>Describe</p> <p>ORIGINS OF CUSTOMS, HOLIDAYS, AND CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ National holidays <ul style="list-style-type: none"> • Martin Luther King, Jr. Day <ul style="list-style-type: none"> ○ Pay tribute to civil rights leader ○ Customs: parades, speeches, music, food • Independence Day <ul style="list-style-type: none"> ○ Celebrating the birth of our nation 	2.1A	<p>Explain the significance of various community, state, and national celebrations such as Memorial Day, Independence Day, and Thanksgiving; and</p> <p>Explain</p> <p>HISTORICAL SIGNIFICANCE OF CELEBRATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Community celebrations ▪ Local celebrations and significance ▪ State celebrations could include <ul style="list-style-type: none"> • Texas Independence Day - remember when Texas declared independence from Mexico • Juneteenth - a combination of June and nineteenth; commemorates the day Texas slaves found out they had been freed by 		

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE: Student Expectations that are tested at current and/or other grade levels**

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
<p>Celebrates contributions by presidents to our nation.</p> <ul style="list-style-type: none"> ▪ Independence Day <ul style="list-style-type: none"> • Commemorates the signing of the Declaration of Independence on July 4, 1776. First celebrated in 1777. <p>We celebrate the anniversaries of important people and events that are important to our nation and that we want to make sure we remember.</p>	<ul style="list-style-type: none"> ○ Customs: fireworks, ice cream, parades, "1812 Overture" <ul style="list-style-type: none"> • Veterans' Day <ul style="list-style-type: none"> ○ Honor veterans who have served in the military defending our country ○ Customs: ceremonies at cemeteries, patriotic parades, wreath at the Tomb of the Unknown Soldier <ul style="list-style-type: none"> ▪ Community <ul style="list-style-type: none"> • Customs: origins of community customs; e.g., Aggies greet with Howdy, people wear school colors • Celebrations: origins of community celebrations; e.g., Ennis celebrates its Czech heritage with the National Polka Festival; Corpus Christi's Buccaneer Days recall in the early 1800's, when Pirate Jean Lafitte and plundered trading ships in the Gulf of Mexico; Round Rock's Frontier Days celebrate town's frontier beginnings and the infamous bank robber Sam Bass ▪ State <ul style="list-style-type: none"> • Customs: origins of state customs; e.g., wear cowboy hats and boots that originated as work clothes 	<p>the Emancipation Proclamation (June 19, 1865, Galveston). Emancipation Proclamation was Executive Order effective January 1, 1863, that freed slaves in areas under federal control.</p> <ul style="list-style-type: none"> ▪ National celebrations <ul style="list-style-type: none"> • Memorial Day: (formerly Decoration Day) to remember soldiers that died in war. Decorate their graves with flowers. Always on the last Monday in May. • Independence Day: July 4, celebrate declaring independence from Britain in 1776 • Thanksgiving: remember arrival of Pilgrims, give thanks for living in country where you are free and can celebrate with family. Always last Thursday in November. • Celebrations unite us and remind us of what is important. They emphasize what makes us unique as a people and help forge a bond through shared experiences. 	

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE:** Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
			<p>from ranching; trail rides to rodeo; wildflower pictures; BBQ brisket; dominoes</p> <ul style="list-style-type: none"> • Celebrations: origins of state celebrations; e.g., Juneteenth, Texas Independence Day, Cinco de Mayo <p>Customs - ways of doing things within a group or society which become habit and are adopted as tradition.</p> <p>Celebrations unite us and remind us of what is important. They emphasize what makes us unique as a people and help forge a bond through shared experiences.</p>				
						3.2	<p><i>History. The student understands common characteristics of communities, past and present. The student is expected to:</i></p>
							<p>Identify reasons people have formed communities, including a need for security, law, and material well-being; and</p> <p>Identify</p> <p>REASONS PEOPLE FORM COMMUNITIES, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Need for security

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE: Student Expectations that are tested at current and/or other grade levels**

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
							<ul style="list-style-type: none"> ▪ Need for law ▪ Need for material well-being
K.1B	<p>Identify customs associated with national patriotic holidays such as parades and fireworks on Independence Day.</p> <p>Identify</p> <p>CUSTOMS ASSOCIATED WITH NATIONAL PATRIOTIC HOLIDAYS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Independence Day <ul style="list-style-type: none"> • Parades • Fireworks <p>By the early 1800s the traditions of parades, picnics, and fireworks were established as the way to celebrate America's birthday.</p>	1.2B	<p>Compare the observance of holidays and celebrations, past and present; and</p> <p>Compare</p> <p>OBSERVANCES PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Holidays <ul style="list-style-type: none"> • Martin Luther King, Jr. Birthday • Past - begun after King's assassination in 1968. Began with sporadic celebration in African American communities • Present - 1983, made a national holiday; now celebrated with parades, other commemorations of King's life and contributions, including schools and businesses closing • Independence Day • Past - federally recognized holiday in 1780. The first Fourth of July parade took place on the Potomac River with president John 	2.1B	<p>Identify and explain the significance of various community, state, and national landmarks such as the county courthouse and state and national capitol buildings.</p> <p>Identify and Explain</p> <p>SIGNIFICANCE OF LANDMARKS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Community landmarks <ul style="list-style-type: none"> • County courthouse – seat of government for county • Other suggestions for local landmarks - statues, parks, bridges, historic locations, cemeteries, post office, libraries, city hall ▪ State landmarks <ul style="list-style-type: none"> • State capitol – seat of government for state • Other suggestions - Alamo, San Jacinto Monument, historic landmark signs 		

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — BEIGE: Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
			<p>Quincy Adams leading a boat procession up the river.</p> <ul style="list-style-type: none"> • Present - parades, fire-works, ice cream • Veterans' Day • Past - display flag of the U.S., parades, ceremonies • Present - display flag of the U.S., parades, ceremonies 		<ul style="list-style-type: none"> ▪ National landmarks • National capitol – seat of government for nation where the business of government is done • Other suggestions - Statue of Liberty, Washington Monument, White House, Monticello 		
						3.2B	<p>Compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.</p> <p>Compare</p> <p>WAYS PEOPLE IN LOCAL COMMUNITY AND AROUND THE WORLD MEET THEIR NEEDS PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Needs for government - colonists and settlers set up governments, village/town charters, today we vote for government officials and representatives ▪ Needs for education - built schools, set up school districts, one-room schools, neighborhood schools

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE: Student Expectations that are tested at current and/or other grade levels**

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
							<ul style="list-style-type: none"> ▪ Needs for transportation - self, shared, stagecoach, train, etc. ▪ Needs for recreation - self, in concert with others, community, state, nation
		1.2C	<p>Identify anthems and mottoes of the United States and Texas.</p> <p>Identify</p> <p>ANTHEMS AND MOTTOES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Anthems <ul style="list-style-type: none"> • U.S.: "The Star Spangled Banner" • Texas: "Texas, Our Texas" ▪ Mottoes: <ul style="list-style-type: none"> • U.S.: 1956 - "In God We Trust" (Original motto (1776): "E Pluribus Unum" - "One from Many" or "Out of Many, One") • Texas: "Friendship" 				

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — BEIGE: Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
K.2	<i>History. The student understands how historical figures and ordinary people helped to shape the community, state, and nation. The student is expected to:</i>	1.1	<i>History. The student understands how historical figures helped to shape our community, state, and nation. The student is expected to:</i>	2.4	<i>History. The student understands how historical figures and ordinary people helped to shape our community, state, and nation. The student is expected to:</i>	3.1	<i>History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</i>
K.2A	<p>Identify the contributions of historical figures such as Stephen F. Austin and George Washington who helped to shape our state and nation; and</p> <p>Identify</p> <p>CONTRIBUTIONS OF HISTORICAL FIGURES WHO HELPED SHAPE OUR STATE AND NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ State: Stephen F. Austin: <ul style="list-style-type: none"> • “Father of Texas,” established capital of Texas ▪ Nation: George Washington: <p>“Father of Our Country,” First President of the USA</p> 	1.1A	<p>Identify contributions of historical figures such as Sam Houston and Abraham Lincoln who have influenced the community, state and nation;</p> <p>Identify</p> <p>CONTRIBUTIONS OF HISTORICAL FIGURES WHO HAVE INFLUENCED THE COMMUNITY, STATE, AND NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Community: (local historical figures) ▪ State: Sam Houston: <ul style="list-style-type: none"> • President of the Republic of Texas, Commander in Chief during Texas Revolution, Governor of Texas ▪ Nation: Abraham Lincoln: <ul style="list-style-type: none"> • President of the U.S. during the Civil War 	2.4A	<p>Identify contributions of historical figures such as Henrietta King and Thurgood Marshall who have influenced the community, state and nation;</p> <p>Identify</p> <p>CONTRIBUTIONS OF HISTORICAL FIGURES WHO HAVE INFLUENCED THE COMMUNITY, STATE AND NATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Community: (local history figures) ▪ State: Henrietta King: (King Ranch) <ul style="list-style-type: none"> • Supported the establishment of businesses, industries, churches, schools and health-care. At the time of her death, the ranch included 1,173,000 acres, stretching from Corpus Christi to Brownsville 	3.1A	<p>Describe how individuals, events, and ideas have changed communities over time;</p> <p>Describe</p> <p>HOW INDIVIDUALS AND IDEAS HAVE CHANGED COMMUNITIES</p> <p>Examples</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Individuals: <ul style="list-style-type: none"> • Columbus-began the trade routes between Europe and the Americas (beans, carrots, wheat, horses, pigs, cows, and much more were introduced to the Americas. Corn, potatoes, tomatoes, beans and more were brought back to Europe.) • L’Enfant-planned the city of Washington, D.C • Lewis & Clark-explorers who opened the door for westward expansion in the 1800s; explored and mapped the Louisiana

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE:** Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
					<ul style="list-style-type: none"> ▪ Nation: Thurgood Marshall • First African American appointed to Supreme Court; in 1954, Marshall won his most famous case, <i>Brown v. Board of Education</i>. Chief Justice of the U.S. Supreme Court Earl Warren announced the unanimous decision that segregation of public schools was inherently unequal and unconstitutional, and he ordered desegregation. 		<p>Purchase. Brought with them cultures and ways to use the land and natural resources for human needs.</p> <ul style="list-style-type: none"> • Henry Ford - with the assembly line made the automobile affordable for average Americans, ripple effect includes roads, gas stations, our "car society." Also changed manufacturing by creating a method of mass production bringing a need for factories and cities to provide the labor for the factories. • Jane Addams - fought for child labor laws to be changed; helped limit work day for women to an eight-hour day; helped set up the first juvenile court; helped change housing for the poor • Helen Keller - worked throughout her life to achieve social change; socialist and a suffragist; courage to speak out for what she believed in; supported organizations to support blind people, she supported radical unions • Harriet Tubman - worked to make changes for the common good; led over 300 enslaved people to

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — BEIGE: Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
							<p>freedom on the Under-ground Railroad</p> <ul style="list-style-type: none"> • Louis Daguerre - founding father of photography; improved photo processes considerably by reducing the exposure time; new process made photography more accessible; photography changed the way people saw the world and brought the world to common man • Cyrus McCormick - invented the mechanical reaper, which cut time and labor needs for harvesting crops. This allowed farmers to plant more wheat because they had the potential to harvest more. Small farms changed to bigger farms; people left the farm to work in cities; need for large families diminished. • Louis Pasteur - safer food supply; first to understand microscopic organisms; introduced the field of microbiology; proved that the growth of bacteria resulted from germs in the air and not spontaneous generation; applied the process of heating liquids to kill bacteria to other products including milk. The

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA)**; **Bolded Black – Student Expectations (TEA)**; Blue – Supporting Information Clarifications from CSCOPE

CELL SHADING — **BEIGE**: Student Expectations that are tested at current and/or other grade levels

SOCIAL STUDIES VERTICAL ALIGNMENT DOCUMENT
GRADES KINDERGARTEN, FIRST, SECOND, THIRD

KINDERGARTEN		FIRST GRADE		SECOND GRADE		THIRD GRADE	
							<p>process is known as “pasteurization.”</p> <ul style="list-style-type: none"> • Jonas Salk - his vaccine halted the spread of polio in much of the world and he is credited with having defeated polio; changed the way we look at public health <p>▪ Events:</p> <ul style="list-style-type: none"> • Hurricanes and other natural disasters - change the landscape, change people’s lives, wipe out communities, (e.g., Katrina, tornado, flood, dust storm, forest fire, oil explosion) • Wars - people who go are changed; families left home; rationing of materials and money; labor force changes • Internet is introduced - instant global communication; shopping and working changed; <p>▪ Ideas:</p> <ul style="list-style-type: none"> • (e.g., freedom, individual rights, property rights, law, government, common good)
						3.1B	<p>Identify individuals such as Pierre-Charles L’Enfant who have helped to shape communities; and</p> <p>Identify</p>

TEXT— TEKS: **Bolded Black and Italics Knowledge Statement (TEA); Bolded Black – Student Expectations (TEA); Blue – Supporting Information Clarifications from CSCOPE**

CELL SHADING — BEIGE: Student Expectations that are tested at current and/or other grade levels