

# Social Studies Vertical Alignment, Prekindergarten – Grade 2

| Grade Level           | Prekindergarten  | 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 / Content Area | VII. Social Studies Domain   | Social Studies   | Social Studies   | Social Studies   |
| Sub-Domains / Strands | <ul style="list-style-type: none"> <li>A. People, Past and Present Skills</li> <li>B. Economic Skills</li> <li>C. Geography Skills</li> <li>D. Citizenship Skills</li> </ul> | <ul style="list-style-type: none"> <li>1. History</li> <li>2. Geography</li> <li>3. Economics</li> <li>4. Government</li> <li>5. Citizenship</li> <li>6. Culture</li> <li>7. Science, Technology, and Society</li> <li>8. Social Studies Skills</li> </ul> | <ul style="list-style-type: none"> <li>1. History</li> <li>2. Geography</li> <li>3. Economics</li> <li>4. Government</li> <li>5. Citizenship</li> <li>6. Culture</li> <li>7. Science, Technology, and Society</li> <li>8. Social Studies Skills</li> </ul> | <ul style="list-style-type: none"> <li>1. History</li> <li>2. Geography</li> <li>3. Economics</li> <li>4. Government</li> <li>5. Citizenship</li> <li>6. Culture</li> <li>7. Science, Technology, and Society</li> <li>8. Social Studies Skills</li> </ul> |

## History (Part 1)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>  |
|---|---|--|---|
| No standard present in vertical progression | K(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:                                | 1(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:                               | 2(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:                        |
| No standard present in vertical progression | K(2)(A) identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and | 1(2)(A) identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation; | 2(4)(A) identify contributions of historical figures, including Thurgood Marshall, Irma Rangel, John Hancock, and Theodore Roosevelt, who have influenced the community, state, and nation; |
| No standard present in vertical progression | No standard present in vertical progression   | 1(2)(B) identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and | 2(4)(B) identify historical figures such as Amelia Earhart, W. E. B. DuBois, Robert Fulton, and George Washington Carver who have exhibited individualism and inventiveness; and            |

## History (Part 2)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>  | <b>Grade 2</b>   |
|---|--|---|--|
| No standard present in vertical progression | K(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to: | 1(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:              | 2(4) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to: |
| No standard present in vertical progression | K(2)(B) identify contributions of patriots and good citizens who have shaped the community.  | 1(2)(C) compare the similarities and differences among the lives and activities of historical figures and other individuals who have influenced the community, state, and nation. | 2(4)(C) explain how people and events have influenced local community history.   |

## History (Part 3)

| <b>Prekindergarten</b>  | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|--|--|--|
| A. People, Past, Present Skills                                   | K(3) History. The student understands the concept of chronology. The student is expected to:                                       | 1(3) History. The student understands the concepts of time and chronology. The student is expected to: | 2(2) History. The student understands the concepts of time and chronology. The student is expected to:           |
| VII.A.3. Child connects their life to events, time, and routines. | No standard present in vertical progression  | No standard present in vertical progression  | No standard present in vertical progression  |
| No standard present in vertical progression                       | K(3)(A) place events in chronological order; and   | 1(3)(A) distinguish among past, present, and future;   | 2(2)(A) describe the order of events by using designations of time periods such as historical and present times; |
| No standard present in vertical progression                       | K(3)(B) use vocabulary related to time and chronology, including before, after, next, first, last, yesterday, today, and tomorrow. | No standard present in vertical progression  | 2(2)(B) apply vocabulary related to chronology, including past, present, and future; and                         |
| No standard present in vertical progression                       | No standard present in vertical progression  | 1(3)(B) describe and measure calendar time by days, weeks, months, and years; and                      | No standard present in vertical progression  |
| No standard present in vertical progression                       | No standard present in vertical progression  | 1(3)(C) create a calendar and simple timeline.   | 2(2)(C) create and interpret timelines for events in the past and present.                                       |

## History (Part 4)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>                              | <b>Grade 2</b>  |
|---|---|---|---|
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(3) History. The student understands how various sources provide information about the past and present. The student is expected to:                           |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(3)(A) identify several sources of information about a given period or event such as reference materials, biographies, newspapers, and electronic sources; and |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(3)(B) describe various evidence of the same time period using primary sources such as photographs, journals, and interviews.                                  |

## Geography (Part 1)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>                              |
|---|--|--|---|
| C. Geography Skills                         | K(4) Geography. The student understands the concept of location. The student is expected to:         | 1(4) Geography. The student understands the relative location of places. The student is expected to:       | No standard present in vertical progression |
| No standard present in vertical progression | K(4)(A) use terms, including over, under, near, far, left, and right, to describe relative location; | No standard present in vertical progression  | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression  | 1(4)(A) locate places using the four cardinal directions; and  | No standard present in vertical progression |
| No standard present in vertical progression | K(4)(B) locate places on the school campus and describe their relative locations; and                | 1(4)(B) describe the location of self and objects relative to other locations in the classroom and school. | No standard present in vertical progression |

## Geography (Part 2)

| <b>Prekindergarten</b>                                 | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  |
|--|---|---|---|
| No standard present in vertical progression            | No standard present in vertical progression   | 1(5) Geography. The student understands the purpose of maps and globes. The student is expected to: | 2(5) Geography. The student uses simple geographic tools such as maps and globes. The student is expected to:   |
| VII.C.2. Child explores geography tools and resources. | K(4)(C) identify tools that aid in determining location, including maps and globes. | 1(5)(A) create and use simple maps such as maps of the home, classroom, school, and community; and  | 2(5)(B) create maps to show places and routes within the home, school, and community.   |
| No standard present in vertical progression            | No standard present in vertical progression   | No standard present in vertical progression   | 2(5)(A) interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys; and |

## Geography (Part 3)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>  | <b>Grade 2</b>   |
|---|---|---|--|
| No standard present in vertical progression | No standard present in vertical progression | 1(5) Geography. The student understands the purpose of maps and globes. The student is expected to: | 2(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to: |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression   | 2(6)(A) identify major landforms and bodies of water, including each of the continents and each of the oceans, on maps and globes;                               |

## Geography (Part 4)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>  | <b>Grade 2</b>   |
|---|---|---|--|
| No standard present in vertical progression | No standard present in vertical progression | 1(5) Geography. The student understands the purpose of maps and globes. The student is expected to: | 2(6) Geography. The student understands the locations and characteristics of places and regions in the community, state, and nation. The student is expected to:   |
| No standard present in vertical progression | No standard present in vertical progression | 1(5)(B) locate the community, Texas, and the United States on maps and globes.                      | 2(6)(B) locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes; and |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression   | 2(6)(C) examine information from various sources about places and regions.   |

## Geography (Part 5)

| <b>Prekindergarten</b>  | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|---|--|--|
| C. Geography Skills   | K(5) Geography. The student understands physical and human characteristics of place. The student is expected to:  | 1(6) Geography. The student understands various physical and human characteristics. The student is expected to:  | 2(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to: |
| VII.C.1. Child identifies and creates common features in the natural environment. | K(5)(A) identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather; and  | 1(6)(A) identify and describe the physical characteristics of place such as landforms, bodies of water, natural resources, and weather;                  | No standard present in vertical progression  |
| No standard present in vertical progression                                       | No standard present in vertical progression   | 1(6)(B) identify examples of and uses for natural resources in the community, state, and nation; and   | 2(7)(C) explain how people depend on the physical environment and natural resources to meet basic needs; and   |
| No standard present in vertical progression                                       | K(5)(B) identify how the human characteristics of place such as ways of earning a living, shelter, clothing, food, and activities are based upon geographic location. | 1(6)(C) identify and describe how the human characteristics of place such as shelter, clothing, food, and activities are based upon geographic location. | No standard present in vertical progression  |

|   |   |   |  |
|---|---|---|--|
| No standard present in vertical progression   | No standard present in vertical progression   | No standard present in vertical progression   | 2(7)(A) describe how weather patterns and seasonal patterns affect activities and settlement patterns;   |
| <b>Prekindergarten</b><br>C. Geography Skills | <b>Kindergarten</b><br>K(5) Geography. The student understands physical and human characteristics of place. The student is expected to: | <b>Grade 1</b><br>1(6) Geography. The student understands various physical and human characteristics. The student is expected to: | <b>Grade 2</b><br>2(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to: |
| No standard present in vertical progression   | No standard present in vertical progression   | No standard present in vertical progression   | 2(7)(B) describe how natural resources and natural hazards affect activities and settlement patterns;  |
| No standard present in vertical progression   | No standard present in vertical progression   | No standard present in vertical progression   | 2(7)(D) identify the characteristics of different communities, including urban, suburban, and rural, and how they affect activities and settlement patterns.                                 |

### Geography (Part 6)

|   |  |   |  |
|---|--|---|--|
| <b>Prekindergarten</b><br>No standard present in vertical progression | <b>Kindergarten</b><br>No standard present in vertical progression | <b>Grade 1</b><br>No standard present in vertical progression | <b>Grade 2</b><br>2(8) Geography. The student understands how humans use and modify the physical environment. The student is expected to:  |
| No standard present in vertical progression                           | No standard present in vertical progression                        | No standard present in vertical progression                   | 2(8)(A) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development and agricultural use, and drilling for oil; |
| No standard present in vertical progression                           | No standard present in vertical progression                        | No standard present in vertical progression                   | 2(8)(B) identify positive and negative consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and                      |

### Geography (Part 7)

|   |  |   |  |
|---|--|---|--|
| <b>Prekindergarten</b><br>No standard present in vertical progression | <b>Kindergarten</b><br>No standard present in vertical progression | <b>Grade 1</b><br>No standard present in vertical progression | <b>Grade 2</b><br>2(8)(C) identify ways people can conserve and replenish natural resources. |
|---|--|---|--|

## Economics (Part 1)

| Prekindergarten   | Kindergarten   | Grade 1  | Grade 2                                     |
|---|--|--|---|
| B. Economic Skills  | K(6) Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to: | 1(7) Economics. The student understands how families meet basic human needs. The student is expected to: | No standard present in vertical progression |
| VII.B.1. Child demonstrates that all people need food, clothing, and shelter. | K(6)(A) identify basic human needs of food, clothing, and shelter;   | No standard present in vertical progression  | No standard present in vertical progression |
| No standard present in vertical progression                                   | K(6)(B) explain the difference between needs and wants; and  | No standard present in vertical progression  | No standard present in vertical progression |
| No standard present in vertical progression                                   | K(6)(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.                  | 1(7)(A) describe ways that families meet basic human needs; and  | No standard present in vertical progression |
| No standard present in vertical progression                                   | K(6)(C) explain how basic human needs can be met such as through self-producing, purchasing, and trading.                  | 1(7)(B) describe similarities and differences in ways families meet basic human needs.                   | No standard present in vertical progression |

## Economics (Part 2)

| Prekindergarten   | Kindergarten   | Grade 1   | Grade 2  |
|---|--|---|--|
| B. Economic Skills  | K(7) Economics. The student understands the value of jobs. The student is expected to: | 1(10) Economics. The student understands the value of work. The student is expected to:               | 2(9) Economics. The student understands the value of work. The student is expected to:   |
| VII.B.3. Child discusses the roles and responsibilities of family, school, and community helpers. | K(7)(A) identify jobs in the home, school, and community; and                          | No standard present in vertical progression   | No standard present in vertical progression  |
| No standard present in vertical progression   | No standard present in vertical progression  | 1(10)(A) describe the components of various jobs and the characteristics of a job well performed; and | No standard present in vertical progression  |
| No standard present in vertical progression   | K(7)(B) explain why people have jobs.  | No standard present in vertical progression   | 2(9)(A) explain how work provides income to purchase goods and services; and   |
| No standard present in vertical progression   | K(7)(B) explain why people have jobs.  | 1(10)(B) describe how specialized jobs contribute to the production of goods and services.            | No standard present in vertical progression  |
| No standard present in vertical progression   | No standard present in vertical progression  | No standard present in vertical progression   | 2(9)(B) explain the choices people in the U.S. free enterprise system can make about earning, spending, and saving money and where to live and work. |

### Economics (Part 3)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>  | <b>Grade 2</b>                              |
|---|---|---|---|
| No standard present in vertical progression | No standard present in vertical progression | 1(8) Economics. The student understands the concepts of goods and services. The student is expected to: | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(8)(A) identify examples of goods and services in the home, school, and community;                     | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(8)(B) identify ways people exchange goods and services; and   | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(8)(C) identify the role of markets in the exchange of goods and services.                             | No standard present in vertical progression |

### Economics (Part 4)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>  | <b>Grade 2</b>                              |
|---|---|---|---|
| No standard present in vertical progression | No standard present in vertical progression | 1(9) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to: | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(9)(A) identify examples of people wanting more than they can have;  | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(9)(B) explain why wanting more than they can have requires that people make choices; and  | No standard present in vertical progression |
| No standard present in vertical progression | No standard present in vertical progression | 1(9)(C) identify examples of choices families make when buying goods and services.  | No standard present in vertical progression |

### Economics (Part 5)

| <b>Prekindergarten</b>   | <b>Kindergarten</b>                         | <b>Grade 1</b>                              | <b>Grade 2</b>   |
|--|---|---|--|
| B. Economic Skills   | No standard present in vertical progression | No standard present in vertical progression | 2(10) Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to: |
| VII.B.2. Child demonstrates understanding of what it means to be a consumer. | No standard present in vertical progression | No standard present in vertical progression | 2(10)(A) distinguish between producing and consuming;  |
| No standard present in vertical progression                                  | No standard present in vertical progression | No standard present in vertical progression | 2(10)(B) identify ways in which people are both producers and consumers; and   |



| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>                              | <b>Grade 2</b>   |
|---|---|---|--|
| B. Economic Skills                          | No standard present in vertical progression | No standard present in vertical progression | 2(10) Economics. 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 vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(10)(C) examine the development of a product from a natural resource to a finished product.   |

### Government (Part 1)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|--|--|--|
| No standard present in vertical progression | K(8) Government. The student understands the purpose of rules. The student is expected to: | 1(11) Government. The student understands the purpose of rules and laws. The student is expected to: | 2(11) Government: The student understands the purpose of governments. The student is expected to:  |
| No standard present in vertical progression | K(8)(A) identify purposes for having rules; and  | 1(11)(A) explain the purpose for rules and laws in the home, school, and community; and              | No standard present in vertical progression  |
| No standard present in vertical progression | K(8)(B) identify rules that provide order, security, and safety in the home and school.    | 1(11)(B) identify rules and laws that establish order, provide security, and manage conflict.        | 2(11)(A) identify functions of governments such as establishing order, providing security, and managing conflict;  |
| No standard present in vertical progression | No standard present in vertical progression  | No standard present in vertical progression  | 2(11)(B) identify governmental services in the community such as police and fire protection, libraries, schools, and parks and explain their value to the community; and |
| No standard present in vertical progression | No standard present in vertical progression  | No standard present in vertical progression  | 2(11)(C) describe how governments tax citizens to pay for services   |

### Government (Part 2)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>  |
|---|---|--|---|
| No standard present in vertical progression | K(9) Government. The student understands the role of authority figures. The student is expected to: | 1(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to: | 2(12) Government. The student understands the role of public officials. The student is expected to: |
| No standard present in vertical progression | K(9)(A) identify authority figures in the home, school, and community; and                          | No standard present in vertical progression  | 2(12)(A) name current public officials, including mayor, governor, and president;                   |

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>  |
|---|---|--|---|
| No standard present in vertical progression | K(9) Government. The student understands the role of authority figures. The student is expected to: | 1(12) Government. The student understands the role of authority figures, public officials, and citizens. The student is expected to: | 2(12) Government. The student understands the role of public officials. The student is expected to:   |
| No standard present in vertical progression | K(9)(B) explain how authority figures make and enforce rules.                                       | 1(12)(A) identify the responsibilities of authority figures in the home, school, and community;                                      | 2(12)(B) compare the roles of public officials, including mayor, governor, and president;   |
| No standard present in vertical progression | K(9)(B) explain how authority figures make and enforce rules.                                       | 1(12)(B) identify and describe the roles of public officials in the community, state, and nation; and                                | 2(12)(B) compare the roles of public officials, including mayor, governor, and president;   |
| No standard present in vertical progression | No standard present in vertical progression   | No standard present in vertical progression  | 2(12)(C) identify ways that public officials are selected, including election and appointment to office; and  |
| No standard present in vertical progression | No standard present in vertical progression   | 1(12)(C) identify and describe the role of a good citizen in maintaining a constitutional republic.                                  | 2(12)(D) 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. |

### Citizenship (Part 1)

| <b>Prekindergarten</b>  | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  |
|---|---|---|---|
| D. Citizenship Skills   | K(10) Citizenship. 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: | 1(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: | 2(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: |
| VII.D.1. Child identifies flags of the United States and Texas  | K(10)(A) identify the flags of the United States and Texas;   | 1(14)(A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell, the Statue of Liberty, and the Alamo;   | 2(14)(C) identify selected symbols such as state and national birds and flowers and patriotic symbols such as the U.S. and Texas flags and Uncle Sam; and   |
| VII.D.2. Child recites the Pledge of Allegiances to the United States flag and the state flag and observes a moment of silence. | K(10)(B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;  | 1(14)(B) recite and explain the meaning of the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;   | 2(14)(A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag;  |
| No standard present in vertical progression   | No standard present in vertical progression   | 1(14)(C) identify anthems and mottoes of Texas and the United States;   | 2(14)(B) identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful";   |
| No standard present in vertical progression   | K(10)(C) identify Constitution Day as a celebration of American freedom; and  | 1(14)(F) identify Constitution Day as a celebration of American freedom.  | No standard present in vertical progression   |

| <b>Prekindergarten</b>  | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  |
|---|---|---|---|
| D. Citizenship Skills   | K(10) Citizenship. 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: | 1(14) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to: | 2(14) Citizenship. The student identifies customs, symbols, and celebrations that represent American beliefs and principles that contribute to our national identity. The student is expected to: |
| VII.D.3. The child engages in voting as a method for group decision-making. | K(10)(D) use voting as a method for group decision making.  | 1(14)(D) explain and practice voting as a way of making choices and decisions;  | No standard present in vertical progression   |
| No standard present in vertical progression                                 | No standard present in vertical progression   | 1(14)(E) explain how patriotic customs and celebrations reflect American individualism and freedom; and   | 2(14)(D) identify how selected customs, symbols, and celebrations reflect an American love of individualism, inventiveness, and freedom.  |

### Citizenship (Part 2)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>  | <b>Grade 2</b>  |
|---|---|---|---|
| No standard present in vertical progression | No standard present in vertical progression | 1(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:  | 2(13) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. The student is expected to:  |
| No standard present in vertical progression | No standard present in vertical progression | 1(13)(A) 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; | 2(13)(A) 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; |

### Citizenship (Part 3)

|   |  |   |   |
|---|--|---|---|
| <b>Prekindergarten</b><br>No standard present in vertical progression | <b>Kindergarten</b><br>No standard present in vertical progression | <b>Grade 1</b><br>1(13)(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and | <b>Grade 2</b><br>2(13)(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship; |
| No standard present in vertical progression                           | No standard present in vertical progression                        | 1(13)(C) identify other individuals who exemplify good citizenship.   | 2(13)(C) identify other individuals who exemplify good citizenship; and   |
| <b>Prekindergarten</b><br>No standard present in vertical progression | <b>Kindergarten</b><br>No standard present in vertical progression | <b>Grade 1</b><br>1(13)(B) identify historical figures such as Benjamin Franklin, Francis Scott Key, and Eleanor Roosevelt who have exemplified good citizenship; and | <b>Grade 2</b><br>2(13)(B) identify historical figures such as Paul Revere, Abigail Adams, World War II Women Airforce Service Pilots (WASPs) and Navajo Code Talkers, and Sojourner Truth who have exemplified good citizenship; |
| No standard present in vertical progression                           | No standard present in vertical progression                        | No standard present in vertical progression   | 2(13)(D) identify ways to actively practice good citizenship, including involvement in community service.   |

### Culture (Part 1)

|  |  |   |   |
|--|--|---|---|
| <b>Prekindergarten</b><br>A. People, Past, Present Skills  | <b>Kindergarten</b><br>K(11) Culture. The student understands similarities and differences among people. The student is expected to: | <b>Grade 1</b><br>No standard present in vertical progression | <b>Grade 2</b><br>No standard present in vertical progression |
| VII.A.1. Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. | K(11)(A) identify similarities and differences among people such as kinship, laws, and religion; and                                 | No standard present in vertical progression                   | No standard present in vertical progression                   |
|  | K(11)(B) identify similarities and differences among people such as music, clothing, and food.                                       | No standard present in vertical progression                   | No standard present in vertical progression                   |

## Culture (Part 2)

| <b>Prekindergarten</b>   | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>                              |
|--|---|---|---|
| No standard present in vertical progression  | K(12) Culture. The student understands the importance of family customs and traditions. The student is expected to: | 1(15) Culture. The student understands the importance of family and community beliefs, customs, language, and traditions. The student is expected to: | No standard present in vertical progression |
| No standard present in vertical progression  | K(12)(A) describe and explain the importance of family customs and traditions; and                                  | 1(15)(A) describe and explain the importance of various beliefs, customs, language, and traditions of families and communities; and                   | No standard present in vertical progression |
| VII.A.2. Child identifies similarities and differences in characteristics of families. | K(12)(B) compare family customs and traditions.   | No standard present in vertical progression   | No standard present in vertical progression |

## Culture (Part 3)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>                              | <b>Grade 2</b>  |
|---|---|---|---|
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(16) Culture. The student understands ethnic and/or cultural celebrations. The student is expected to: |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(16)(A) identify the significance of various ethnic and/or cultural celebrations; and                  |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression | 2(16)(B) compare ethnic and/or cultural celebrations.   |

## Culture (Part 4)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>                         | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|---|--|--|
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression  | 2(15) Culture. The student understands the significance of works of art in the local community. The student is expected to:          |
| No standard present in vertical progression | No standard present in vertical progression | 1(15)(B) explain the way folktales and legends such as Aesop's fables reflect beliefs, customs, language, and traditions of communities. | 2(15)(A) identify selected stories, poems, statues, paintings, and other examples of the local cultural heritage; and                |
| No standard present in vertical progression | No standard present in vertical progression | No standard present in vertical progression  | 2(15)(B) explain the significance of selected stories, poems, statues, paintings, and other examples of the local cultural heritage. |

## Science, Technology, and Society

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>   | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|---|--|--|
| No standard present in vertical progression | K(13) 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: | 1(16) Science, technology, and society. The student understands how technology affects daily life, past and present. The student is expected to: | 2(17) Science, technology, and society. The student understands how science and technology have affected life, past and present. The student is expected to: |
| No standard present in vertical progression | K(13)(A) identify examples of technology used in the home and school;   | No standard present in vertical progression  | No standard present in vertical progression  |
| No standard present in vertical progression | K(13)(B) describe how technology helps accomplish specific tasks and meet people's needs; and   | 1(16)(A) describe how technology changes the ways families live;   | 2(17)(B) explain how science and technology change the ways in which people meet basic needs.  |
| No standard present in vertical progression |   | 1(16)(C) describe how technology changes the way people work.  |  |
| No standard present in vertical progression | K(13)(C) describe how his or her life might be different without modern technology.   | 1(16)(B) describe how technology changes communication, transportation, and recreation; and  | 2(17)(A) describe how science and technology change communication, transportation, and recreation; and   |

## Social Studies Skills (Part 1)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|--|--|--|
| No standard present in vertical progression | K(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | 1(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | 2(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: |
| No standard present in vertical progression | K(14)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;  | 1(17)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;  | 2(18)(A) obtain information about a topic using a variety of valid oral sources such as conversations, interviews, and music;  |
| No standard present in vertical progression | K(14)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, print material, and artifacts; and  | 1(17)(B) obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts; and  | 2(18)(B) obtain information about a topic using a variety of valid visual sources such as pictures, maps, electronic sources, literature, reference sources, and artifacts;                                      |
| No standard present in vertical progression | K(14)(C) sequence and categorize information.  | 1(17)(C) sequence and categorize information.  | 2(18)(D) sequence and categorize information; and  |

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|--|--|--|
| No standard present in vertical progression | K(14) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | 1(17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: | 2(18) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: |
| No standard present in vertical progression | No standard present in vertical progression  | No standard present in vertical progression  | 2(18)(C) use various parts of a source, including the table of contents, glossary, and index, as well as keyword internet searches to locate information;  |
| No standard present in vertical progression | No standard present in vertical progression  | No standard present in vertical progression  | 2(18)(E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting.   |

### Social Studies Skills (Part 2)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>   | <b>Grade 1</b>  | <b>Grade 2</b>  |
|---|---|---|---|
| No standard present in vertical progression | K(15) Social studies skills. The student communicates in oral and visual forms. The student is expected to: | 1(18) Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to: | 2(19) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to: |
| No standard present in vertical progression | K(15)(A) express ideas orally based on knowledge and experiences; and                                       | 1(18)(A) express ideas orally based on knowledge and experiences; and   | 2(19)(A) express ideas orally based on knowledge and experiences; and   |
| No standard present in vertical progression | K(15)(B) create and interpret visuals, including pictures and maps.   | 1(18)(B) create and interpret visual and written material.  | 2(19)(B) create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.    |

### Social Studies Skills (Part 3)

| <b>Prekindergarten</b>                      | <b>Kindergarten</b>  | <b>Grade 1</b>   | <b>Grade 2</b>   |
|---|--|--|--|
| No standard present in vertical progression | K(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:   | 1(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:   | 2(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:   |
| No standard present in vertical progression | K(16)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | 1(19)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and | 2(20)(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and |

| <b>Prekindergarten</b><br>No standard present in vertical progression | <b>Kindergarten</b><br>K(16) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:                           | <b>Grade 1</b><br>1(19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:                                 | <b>Grade 2</b><br>2(20) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:                                 |
|---|---|--|--|
| No standard present in vertical progression                           | K(16)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of the decision. | 1(19)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. | 2(20)(B) use a decision-making process to identify a situation that requires a decision, gather information, generate options, predict outcomes, take action to implement a decision, and reflect on the effectiveness of that decision. |