



**The *How are we Alike Gallery?* is aligned to the Social Studies TEKS for Kindergarten through Grade 3.**

**Social Studies, Kindergarten**

**(4) Geography.** The student understands the concept of location. The student is expected to:

(A) use terms, including over, under, near, far, left, and right, to describe relative location; and

**(5) Geography.** The student understands the physical and human characteristics of the environment. The student is expected to:

(A) identify the physical characteristics of places such as landforms, bodies of water, natural resources, and weather; and

(B) identify the human characteristics of places such as types of houses and ways of earning a living.

**(6) Economics.** The student understands that basic human needs are met in many ways. The student is expected to:

(A) identify basic human needs; and

(B) explain how basic human needs of food, clothing, and shelter can be met.

**(7) Economics.** The student understands the importance of jobs. The student is expected to:

(A) identify jobs in the home, school, and community; and

(B) explain why people have jobs.

**(8) Government.** The student understands the purpose of rules. The student is expected to:

(A) identify purposes for having rules; and

(B) identify rules that provide order, security, and safety in the home and school.

**(11) Culture.** The student understands similarities and differences among people. The student is expected to:

(A) identify personal attributes common to all people such as physical characteristics; and

(B) identify differences among people.

**(12) Culture.** The student understands how people learn about themselves through family customs and traditions. The student is expected to:

(A) identify family customs and traditions and explain their importance;

(B) compare family customs and traditions; and

(C) describe customs of the local community.

**(15) Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

(B) obtain information about a topic using a variety of visual sources such as pictures, symbols, television, maps, computer images, print material, and artifacts;

(C) sequence and categorize information; and

(D) identify main ideas from oral, visual, and print sources.

**(16) Social studies skills.** The student communicates in oral and visual forms. The student is expected to:

(A) express ideas orally based on knowledge and experiences; and

(B) create and interpret visuals including pictures and maps.

## **Social Studies, Grade 1**

- (3) **History.** The student understands the concepts of time and chronology. The student is expected to:
- (A) distinguish among past, present, and future;
  - (B) create a calendar or timeline; and
  - (C) use vocabulary related to chronology, including yesterday, today, and tomorrow.
- (4) **Geography.** The student understands the relative location of places. The student is expected to:
- (A) locate places using the four cardinal directions; and
  - (B) describe the location of self and objects relative to other locations in the classroom and school.
- (5) **Geography.** The student understands the purpose of maps and globes. The student is expected to:
- (A) create and use simple maps to identify the location of places in the classroom, school, community, and beyond; and
  - (B) locate places of significance on maps and globes such as the local community, Texas, and the United States.
- (6) **Geography.** The student understands various physical and human characteristics of the environment. The student is expected to:
- (A) identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources, and weather;
  - (B) identify examples of and uses for natural resources in the community, state, and nation; and
  - (C) identify and describe the human characteristics of places such as types of houses and ways of earning a living.
- (7) **Economics.** The student understands the concepts of goods and services. The student is expected to:
- (A) identify examples of goods and services in the home, school, and community;
- (10) **Government.** The student understands the purpose of rules and laws. The student is expected to:
- (A) explain the need for rules and laws in the home, school, and community; and
- (11) **Government.** The student understands the role of authority figures and public officials. The student is expected to:
- (C) identify the responsibilities of authority figures in the home, school, and community.
- (12) **Citizenship.** The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:
- (A) identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;
  - (B) identify historic figures such as Clara Barton, Nathan Hale, and Eleanor Roosevelt who have exemplified good citizenship; and
  - (C) identify ordinary people who exemplify good citizenship and exhibit a love of individualism and inventiveness.
- (14) **Culture.** The student understands how families meet basic human needs. The student is expected to:
- (A) describe ways that families meet basic human needs; and
  - (B) describe similarities and differences in ways families meet basic human needs.
- (15) **Culture.** The student understands the importance of family beliefs, customs, language, and traditions. The student is expected to:
- (A) describe various beliefs, customs, and traditions of families and explain their importance; and
- (17) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:

- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer images, literature, and artifacts;
- (C) sequence and categorize information; and
- (D) identify main ideas from oral, visual, and print sources.

## **Social Studies, Grade 2**

- (2) History.** The student understands the concepts of time and chronology. The student is expected to:
- (A) describe the order of events by using designations of time periods such as ancient times and modern times;
  - (B) use vocabulary related to chronology, including past, present, and future;
  - (C) create and interpret timelines; and
  - (D) describe and measure calendar time by days, weeks, months, and years.
- (5) Geography.** The student uses simple geographic tools such as maps, globes, and photographs. The student is expected to:
- (A) use symbols, find locations, and determine directions on maps and globes; and
  - (B) draw maps to show places and routes.
- (6) Geography.** The student understands the locations and characteristics of places and regions. The student is expected to:
- (A) identify major landforms and bodies of water, including continents and oceans, on maps and globes
  - (B) locate the community, Texas, the United States, and selected countries on maps and globes;
  - (C) compare information from different sources about places and regions.
- (8) Geography.** The student understands how humans use and modify the physical environment. The student is expected to:
- (A) identify ways in which people depend on the physical environment, including natural resources, to meet basic needs;
  - (B) identify ways in which people have modified the physical environment such as building roads, clearing land for urban development, and mining coal;
  - (C) identify consequences of human modification of the physical environment such as the use of irrigation to improve crop yields; and
  - (D) identify ways people can conserve and replenish natural resources.
- (9) Economics.** The student understands the importance of work. The student is expected to:
- (A) explain how work provides income to purchase goods and services; and
- (10) Economics.** The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
- (A) distinguish between producing and consuming;
  - (B) identify ways in which people are both producers and consumers; and
  - (C) trace the development of a product from a natural resource to a finished product.
- value to the community.
- (16) Science, technology, and society.** The student understands how science and technology have affected life, past and present. The student is expected to:
- (A) describe how science and technology have changed communication, transportation, and recreation; and
  - (B) explain how science and technology have changed the ways in which people meet basic needs.

### **Social Studies, Grade 3**

- (3) History.** The student understands the concepts of time and chronology. The student is expected to:
- (A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;
  - (B) create and interpret timelines; and
  - (C) describe historical times in terms of years, decades, and centuries.
- (4) Geography.** The student understands how humans adapt to variations in the physical environment. The student is expected to:
- (A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;
  - (B) compare how people in different communities adapt to or modify the physical environment;
  - (C) describe the effects of physical and human processes in shaping the landscape; and
  - (D) identify and compare the human characteristics of selected regions.
- (12) Culture.** The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:
- (A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa; and
  - (B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.