



*Kidtropolis* is aligned to the Reading/Language Arts, Social Studies and Math TEKS for Kindergarten through Grade 6.

## Kindergarten, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
  - K.1(A) listen actively and ask questions to understand information and answer questions using multi-word responses
  - K.1(B) restate and follow oral directions that involve a short, related sequence of actions
  - K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language
  - K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns
  - K.1(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants
  
- **use research skills to plan and present in written, oral, or multimodal formats**
  - K.12(A) generate questions for formal and informal inquiry with adult assistance
  - K.12(B) develop and follow a research plan with adult assistance
  - K.12(C) gather information from a variety of sources with adult assistance
  - K.12(D) demonstrate understanding of information gathered with adult assistance
  - K.12(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## Kindergarten, Social Studies

- **Economics**
  - K.6(B) Explain the difference between needs and wants
  - K.6(C) Explain how basic human needs can be met such as through self-producing, purchasing, and trading
  - K.7(A) Identify jobs in the home, school, and community
  - K.7(B) Explain why people have jobs
- **Government**
  - K.9(A) Identify authority figures in the home, school, and community
- **Citizenship**
  - K.10(D) Use voting as a method for group decision making

## Kindergarten, Math

- **Personal Financial Literacy**
  - K.9(A) Identify ways to earn income
  - K.9(C) List simple skills required for jobs
  - K.9(D) Distinguish between wants and needs and identify income as a source to meet one's wants and needs



## First Grade, Social Studies

- **Economics**
  - 1.7(A) Describe ways that families meet basic human needs
  - 1.8(A) Identify examples of goods and services in the home, school, and community
  - 1.8(B) Identify ways people exchange goods and services
  - 1.8(C) Identify the role of markets in the exchange of goods and services
  - 1.9(C) Identify examples of choices families make when buying goods and services
  - 1.10(A) Describe the components of various jobs and the characteristics of a job well performed
  - 1.10(B) Describe how specialized jobs contribute to the production of goods and services
- **Citizenship**
  - 1.14(D) Explain and practice voting as a way of making choices and decisions

## First Grade, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
  - 1.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
  - 1.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
  - 1.1(C) share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 1.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 1.1(E) develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings
- **use research skills to plan and present in written, oral, or multimodal formats**
  - 1.13(A) generate questions for formal and informal inquiry with adult assistance
  - 1.13(B) develop and follow a research plan with adult assistance
  - 1.13(C) identify and gather relevant sources and information to answer the questions with adult assistance
  - 1.13(D) demonstrate understanding of information gathered with adult assistance
  - 1.13(E) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## First Grade, Math

- **Personal Financial Literacy**
  - 1.9(A) Define money earned as income
  - 1.9(B) Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs



- 1.9(C) Distinguish between spending and saving
- 1.9(D) Consider charitable giving

## **Second Grade, Reading/Language Arts**

- **communicate ideas effectively through speaking and discussion**
  - 2.1(A) listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses
  - 2.1(B) follow, restate, and give oral instructions that involve a short, related sequence of actions
  - 2.1(C) share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 2.1(D) work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 2.1(E) develop social communication such as conversing politely in all situations
- **use research skills to plan and present in written, oral, or multimodal formats**
  - 2.13(A) generate questions for formal and informal inquiry with adult assistance
  - 2.13(C) identify and gather relevant sources and information to answer the questions
  - 2.13(E) demonstrate understanding of information gathered
  - 2.13(G) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## **Second Grade, Social Studies**

- **Economics**
  - 2.9(A) Explain how work provides income to purchase goods and services
  - 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
- **Government**
  - 2.11(A) Identify functions of governments such as establishing order, providing security, and managing conflict
  - 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

## **Second Grade, Math**

- **Personal Financial Literacy**
  - 2.11(A) Calculate how money saved can accumulate into a larger amount over time
  - 2.11(B) Explain that saving is an alternative to spending
  - 2.11(C) Distinguish between a deposit and a withdrawal
  - 2.11(D) Identify examples of borrowing and distinguish between responsible and irresponsible borrowing
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- 2.11(E) Identify examples of lending and use concepts of benefits and costs to evaluate lending decisions

### **Third Grade, Reading/Language Arts**

- **communicate ideas effectively through speaking and discussion**
  - 3.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments
  - 3.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
  - 3.1(C) speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
  - 3.1(D) work collaboratively with others by following agreed-upon rules, norms, and protocols
  - 3.1(E) develop social communication such as conversing politely in all situations
- **use research skills to plan and present in written, oral, or multimodal formats**
  - 3.13(A) generate questions on a topic for formal and informal inquiry
  - 3.13(C) identify and gather relevant information from a variety of sources
  - 3.13(E) demonstrate understanding of information gathered
  - 3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

### **Third Grade, Social Studies**

- **Economics**
  - 3.6(A) Identify ways of earning, spending, saving, and donating money
  - 3.8(A) Identify examples of how a simple business operates
  - 3.8(C) Explain how the cost of production and selling price affect profits.
- **Government**
  - 3.9(C) Identify services commonly provided by local, state, and national governments

### **Third Grade, Math**

- **Personal Financial Literacy**
  - 3.9(C) Identify the costs and benefits of planned and unplanned spending decisions
  - 3.9(D) Explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest
  - 3.9(E) List reasons to save and explain the benefit of a savings plan, including for college
  - 3.9(F) Identify decisions involving income, spending, saving, credit, and charitable giving



## Fourth Grade, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
  - 4.1(A) listen actively, ask relevant questions to clarify information, and make pertinent comments
  - 4.1(B) follow, restate, and give oral instructions that involve a series of related sequences of action
  - 4.1(C) express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively
  - 4.1(D) work collaboratively with others to develop a plan of shared responsibilities
- **use research skills to plan and present in written, oral, or multimodal formats**
  - 4.13(A) generate and clarify questions on a topic for formal and informal inquiry
  - 4.13(B) develop and follow a research plan with adult assistance
  - 4.13(C) identify and gather relevant information from a variety of sources
  - 4.13(E) demonstrate understanding of information gathered
  - 4.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

## Fourth Grade, Math

- **Personal Financial Literacy**
  - 4.10(B) Calculate profit in a given situation
  - 4.10(C) Compare the advantages and disadvantages of various savings options
  - 4.10(E) Describe the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending

## Fifth Grade, Reading/Language Arts

- **communicate ideas effectively through speaking and discussion**
  - 5.1(A) listen actively to interpret verbal and nonverbal messages, ask relevant questions, and make pertinent comments
  - 5.1(B) follow, restate, and give oral instructions that include multiple action steps
  - 5.1(C) give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively
  - 5.1(D) work collaboratively with others to develop a plan of shared responsibilities
- **use research skills to plan and present in written, oral, or multimodal formats**
  - 5.13(A) generate and clarify questions on a topic for formal and informal inquiry
  - 5.13(C) identify and gather relevant information from a variety of sources
  - 5.13(E) demonstrate understanding of information gathered



- 5.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

### **Fifth Grade, Math**

- **Personal Financial Literacy**
  - 5.10(B) Explain the difference between gross income and net income
  - 5.10(C) Identify the advantages and disadvantages of different methods of payment, including check, credit card, debit card, and electronic payments
  - 5.10(E) Describe actions that might be taken to balance a budget when expenses exceed income

### **Sixth Grade, Social Studies**

- **Economics**
  - 6.6(A) Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies
  - 6.6(B) Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply

### **Sixth Grade, Math**

- **Personal Financial Literacy**
  - 6.14(B) Distinguish between debit cards and credit cards
  - 6.14(D) Explain why it is important to establish a positive credit history
  - 6.14(E) Describe the information in a credit report and how long it is retained
  - 6.14(F) Describe the value of credit reports to borrowers and to lenders
  - 6.14(H) Compare the annual salary of several occupations requiring various levels of post-secondary education or vocational training and calculate the effects of the different annual salaries on lifetime income