



***Kidtropolis* is aligned to the Social Studies TEKS for Kindergarten through Grade 5.**

Social Studies, Kindergarten

(4) Geography. The student understands the concept of location.

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

(5) Geography. The student understands the physical and human characteristics of the environment.

(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.

(A-B) identify basic human needs; and explain how basic human needs of food, clothing, and shelter can be met

(7) Economics. The student understands the importance of jobs.

(A-B) identify jobs in the home, school, and community; and explain why people have jobs

(8) Government. The student understands the purpose of rules.

(A-B) identify purposes for having rules; and identify rules that provide order, security, and safety in the home and school

(9) Government. The student understands the role of authority figures.

(A-B) identify authority figures in the home, school, and community; and explain how authority figures make and enforce rules

(10) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity.

(C) explain the use of voting as a method for group decision making

(12) Culture. The student understands how people learn about themselves through family customs and traditions.

(C) describe customs of the local community

(13) Science, technology, and society. The student understands ways technology is used in the home and school.

(B) describe how technology helps accomplish specific tasks

(14) Science, technology, and society. The student understands ways in which technology has changed how people live

(B) list ways in which technology meets people's needs

(16) Social studies skills. The student communicates in oral and visual forms.

(A-B) express ideas orally based on knowledge and experiences; and create and interpret visuals, including pictures and maps

(17) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings.

(A-B) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, that requires a decision, gather information, identify options, predict consequences and take action to implement a decision

Social Studies, Grade 1

(3) History. The student understands the concepts of time and chronology. The student is expected to:

(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:

(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

(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:

(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

(B) identify ways people exchange goods and services

(C) identify the role of markets in the exchange of goods and services

(8) Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:

(C) identify examples of choices families make when buying goods and services

(9) Economics. The student understands the value of work. The student is expected to:

(A) describe the requirements of various jobs and the characteristics of a job well-performed

(B) describe how specialized jobs contribute to the production of goods and services

(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

(B) give examples of rules or laws that establish order, provide security, and manage conflict

(11) Government. The student understands the role of authority figures and public officials. The student is expected to:

(A) identify leaders in the community, state, and nation

(B) describe the roles of public officials including mayor, governor, and president

(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

(13) Citizenship. The student understands important customs, symbols, and celebrations that represent American beliefs and principles and contribute to our national identity. The student is expected to:

(C) use voting as a way of making choices and decisions

(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

(16) Science, technology, and society. The student understands how technology has affected daily life, past and present. The student is expected to:

- (B) describe how technology has changed communication, transportation, and recreation
- (C) describe how technology has changed the way people work

(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:

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music
- (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

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

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

(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:

- (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
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 2.

(2) History. The student understands the concepts of time and chronology. The student is expected to:

- (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

(7) Geography. The student understands how physical characteristics of places and regions affect people's activities and settlement patterns. The student is expected to:

(A) describe how weather patterns, natural resources, seasonal patterns, and natural hazards affect activities and settlement patterns

(B) explain how people depend on the physical environment and its natural resources to satisfy their basic needs

(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

(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

(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

(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

(11) Government. The student understands the purpose of governments. The student is expected to:

(A) identify functions of governments

(12) Government. The student understands the role of public officials. The student is expected to:

(B) identify ways that public officials are selected, including election and appointment to office

(13) 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

(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:

- (A) obtain information about a topic using a variety of oral sources such as conversations, interviews, and music
- (B) obtain information about a topic using a variety of visual sources such as pictures, graphics, television, maps, computer software, literature, reference sources, and artifacts
- (D) sequence and categorize information
- (E) interpret oral, visual, and print material by identifying the main idea, predicting, and comparing and contrasting

(18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

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

(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:

- (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

Social Studies, Grade 3.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

- (A) identify reasons people have formed communities, including a need for security, law, and material well-being

(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

(6) Economics. The student understands the purposes of spending and saving money. The student is expected to:

- (A) identify ways of earning, spending, and saving money
- (B) analyze a simple budget that allocates money for spending and saving

(7) Economics. The student understands the concept of an economic system. The student is expected to:

(A) define and identify examples of scarcity

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services

(8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) give examples of how a simple business operates

(B) explain how supply and demand affect the price of a good or service

(9) Government. The student understands the basic structure and functions of local government. The student is expected to:

(A) describe the basic structure of government in the local community

(B) identify services commonly provided by local governments

(C) identify local government officials and explain how they are chosen

(E) explain the importance of the consent of the governed to the functions of local government

(10) 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

(C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting

(11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:

(A) give examples of community changes that result from individual or group decisions

(B) identify examples of actions individuals and groups can take to improve the community

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good

(16) 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:

- (A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources
- (B) sequence and categorize information
- (C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting
- (E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps
- (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs

(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:

- (A) express ideas orally based on knowledge and experiences
- (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
- (C) use standard grammar, spelling, sentence structure, and punctuation

(18) 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:

- (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
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

Social Studies, Grade 4.

(18) Citizenship. The student understands the importance of voluntary individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate voluntarily in civic affairs at state and local levels

(19) Citizenship. The student understands the importance of effective leadership in a democratic society. The student is expected to:

(B) identify leadership qualities of state and local leaders, past and present

(22) 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:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps

(D) identify different points of view about an issue or topic

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly

(24) 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:

(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

Social Studies, Grade 5.

(13) Economics. The student understands the impact of supply and demand on consumers and producers in a free enterprise system. The student is expected to:

(A) explain how supply and demand affects consumers in the United States

(B) evaluate the effects of supply and demand on business, industry, and agriculture, including the plantation system, in the United States

(19) Citizenship. The student understands the importance of individual participation in the democratic process. The student is expected to:

(A) explain how individuals can participate in civic affairs and political parties at the national level

(B) analyze the role of the individual in national elections

(25) 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:

(A) differentiate between, locate, and use primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about the United States and Texas

(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions

(C) organize and interpret information in outlines, reports, databases, and visuals including graphs, charts, timelines, and maps

(D) identify different points of view about an issue or topic

(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs

(26) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly

(B) incorporate main and supporting ideas in verbal and written communication

(C) express ideas orally based on research and experiences

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

(E) use standard grammar, spelling, sentence structure, and punctuation

(27) 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:

(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

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision