

**Main Criteria:** Wisconsin Academic Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** K  
**Correlation Options:** Show Correlated

**Wisconsin Academic Standards**

Science

Grade: K - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM SCI.CC6. Students observe the shape and stability of structures of natural and designed objects are related to their function(s).

**Social Studies Online**

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM SCI.ESS2 .B.2. Maps show where things are located. One can map the shapes and kinds of land and water in any area.

**Social Studies Online**

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM SCI.ESS2 .D.K. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.

**Social Studies Online**

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
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<b>CONTENT STANDARD</b>	<b>SCI.ESS.</b>	<b>Disciplinary Core Idea: Earth and Space Sciences (ESS)</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>SCI.ESS3.</b>	<b>Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>SCI.ESS3.A.</b>	<b>Natural Resources</b>

LEARNING CONTINUUM      SCI.ESS3.A.K.      Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

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Grade 1 - The Earth Around Us

<b>DOMAIN</b>	<b>WI.SCI.</b>	<b>Science</b>
<b>CONTENT STANDARD</b>	<b>SCI.ESS.</b>	<b>Disciplinary Core Idea: Earth and Space Sciences (ESS)</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>SCI.ESS3.</b>	<b>Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>SCI.ESS3.C.</b>	<b>Human Impacts on Earth Systems</b>

LEARNING CONTINUUM      SCI.ESS3.C.K.      Things people do can affect the environment but they can make choices to reduce their impacts.

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Grade 1 - The Earth Around Us

<b>DOMAIN</b>	<b>WI.SCI.</b>	<b>Science</b>
<b>CONTENT STANDARD</b>	<b>SCI.ETS.</b>	<b>Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>SCI.ETS2.</b>	<b>Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.</b>
<b>DESCRIPTOR / FOCUS AREA</b>	<b>SCI.ETS2.B.</b>	<b>Influence of Engineering, Technology, and Science on Society and the Natural World</b>

LEARNING CONTINUUM      SCI.ETS2.B.K-2.1.      Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials.

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Grade 1 - Life Long Ago

LEARNING CONTINUUM      SCI.ETS2.B.K-2.2.      Taking natural materials to make things impacts the environment.

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Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

<b>DOMAIN</b>	<b>WI.SCI.</b>	<b>Science</b>
<b>CONTENT STANDARD</b>	<b>SCI.ETS.</b>	<b>Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)</b>

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3.A.K-2.2.	<p>People have practiced science and engineering for a long time.</p> <p><a href="#">Social Studies Online</a></p> <p>Grade 1 - Life Long Ago</p> <p>Grade 1 - The Earth Around Us</p>

**Wisconsin Academic Standards**  
**Social Studies**  
 Grade: K - Adopted: 2018

DOMAIN	WI.SS.Inq:	Social Studies Inquiry Practices and Processes (Inq)
CONTENT STANDARD	SS.Inq5:	Wisconsin students will be civically engaged.
PERFORMANCE STANDARD / LEARNING PRIORITY	Inq5.a:	Civic engagement

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.e.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
		<p><a href="#">Social Studies Online</a></p> <p>Grade 1 - All About Work</p>

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH3:	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH3.a:	Social Interactions

DESCRIPTOR / FOCUS AREA	SS.BH3.a.2.	Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).
		<p><a href="#">Social Studies Online</a></p> <p>Jerusalem - Then and Now (Younger Grades)</p>

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a:	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA	SS.Econ1.a.1.	Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.
		<p><a href="#">Social Studies Online</a></p> <p>Grade 1 - All About Work</p>

<b>DOMAIN</b>	<b>WI.SS.Econ.</b>	<b>Economics (Econ)</b>
<b>CONTENT STANDARD</b>	<b>SS.Econ2:</b>	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Econ2.c:</b>	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA      SS.Econ2.c.2.      Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.

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Grade 1 - All About Work

<b>DOMAIN</b>	<b>WI.SS.Econ.</b>	<b>Economics (Econ)</b>
<b>CONTENT STANDARD</b>	<b>SS.Econ3:</b>	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Econ3.b:</b>	Money

DESCRIPTOR / FOCUS AREA      SS.Econ3.b.1.      Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

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Grade 1 - All About Work

<b>DOMAIN</b>	<b>WI.SS.Econ.</b>	<b>Economics (Econ)</b>
<b>CONTENT STANDARD</b>	<b>SS.Econ4:</b>	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Econ4.b:</b>	Institutions

DESCRIPTOR / FOCUS AREA      SS.Econ4.b.1.      Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

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Grade 1 - All About Work

<b>DOMAIN</b>	<b>WI.SS.Geog.</b>	<b>Geography (Geog)</b>
<b>CONTENT STANDARD</b>	<b>SS.Geog1:</b>	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Geog1.b:</b>	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.1-2.	Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.K-1.	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.2.	Describe population changes in their community over time.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.1.	Identify and explain differences between rural and urban areas.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.

<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Geog4.a:</b>	<b>Characteristics of Place</b>
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DESCRIPTOR / FOCUS AREA      SS.Geog 4.a.2.      Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

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[Grade 1 - Families and Neighbors](#)

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<b>DOMAIN</b>	<b>WI.SS.Geog.</b>	<b>Geography (Geog)</b>
<b>CONTENT STANDARD</b>	<b>SS.Geog5:</b>	<b>Wisconsin students will evaluate the relationship between humans and the environment.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Geog5.a:</b>	<b>Human Environment Interaction</b>

DESCRIPTOR / FOCUS AREA      SS.Geog 5.a.1.      Provide examples of human changes to the environment surrounding the school or neighborhood.

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[Grade 1 - Families and Neighbors](#)

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<b>DOMAIN</b>	<b>WI.SS.Geog.</b>	<b>Geography (Geog)</b>
<b>CONTENT STANDARD</b>	<b>SS.Geog5:</b>	<b>Wisconsin students will evaluate the relationship between humans and the environment.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Geog5.b:</b>	<b>Interdependence</b>

DESCRIPTOR / FOCUS AREA      SS.Geog 5.b.2.      Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

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<b>DOMAIN</b>	<b>WI.SS.Hist.</b>	<b>History (Hist)</b>
<b>CONTENT STANDARD</b>	<b>SS.Hist2:</b>	<b>Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>Hist2.a:</b>	<b>Patterns stay the same over a period of time</b>

DESCRIPTOR / FOCUS AREA      SS.Hist2.a.e.      Identify patterns of what stayed the same to self, family, and community over time.

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<b>DOMAIN</b>	<b>WI.SS.Hist.</b>	<b>History (Hist)</b>
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CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA      SS.Hist2.      Identify patterns of change to self, family, and community over time.  
b.e.

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Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA      SS.Hist2.      Explain how something happening outside of your home can affect your family.  
c.e.

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Grade 1 - Families and Neighbors

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA      SS.PS1.a      Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.  
.K-1.

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Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA      SS.PS1.b      Compare contributions of two or more influential people related to the founding of the United States.  
.1-2.

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Grade 1 - Let's Learn About the Government

DOMAIN	WI.SS.PS.	Political Science (PS)
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<b>CONTENT STANDARD</b>	<b>SS.PS2:</b>	<b>Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>PS2.c:</b>	<b>Asserting and Reaffirming of Human Rights</b>

DESCRIPTOR / FOCUS AREA      SS.PS2.c .1-2.      Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).

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Grade 1 - Let's Learn About the Government

<b>DOMAIN</b>	<b>WI.SS.PS.</b>	<b>Political Science (PS)</b>
<b>CONTENT STANDARD</b>	<b>SS.PS3:</b>	<b>Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</b>
<b>PERFORMANCE STANDARD / LEARNING PRIORITY</b>	<b>PS3.c:</b>	<b>Power in Government</b>

DESCRIPTOR / FOCUS AREA      SS.PS3.c .1.      Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).

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Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5