



# Mind Missions®

## Wisconsin

### 1st Grade Standards Alignment

		U.S. Symbols					U.S. Legends					Social Studies Skills					Chiponomics				
		Loud Liberty	Statue of Symbolism	Flag Fun	Veggie Sale	Motto Mania	George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Artifact Activity	Map Making	Globe Gap	Timeline Tower	Weather Watcher	Chip's Crop	Acorn Advertising	Storefront Shelter	Jingle, Jingle	Super Saver
<b>Social Studies</b>	<b>SS.Inq1.a.e</b>	Social Studies Inquiry Practices and Processes: Explain why or how a teacher or text provided question is important to a topic or issue.																			
	<b>SS.Inq1.b.e</b>	Social Studies Inquiry Practices and Processes: When provided with a question, determine what other questions are needed to support the research (i.e., "What more do we need to know?").																			
	<b>SS.Inq2.a.e</b>	Social Studies Inquiry Practices and Processes: Brainstorm what resources would be valuable to guide the inquiry.																			
	<b>SS.Inq2.b.e</b>	Social Studies Inquiry Practices and Processes: Review and ask questions about books, photos, artifacts, websites, and other sources that will give insight into the inquiry.																			
	<b>SS.Inq3.a.e</b>	Social Studies Inquiry Practices and Processes: With prompting and support, state a claim to answer a question that the class is considering.																			
	<b>SS.Inq3.b.e</b>	Social Studies Inquiry Practices and Processes: Determine which evidence in teacher- provided sources support a claim that answers a compelling question.																			



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<b>Social Studies</b>	<b>SS.Inq3.c.e</b> Social Studies Inquiry Practices and Processes: Explain how evidence supports a claim for a class inquiry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.Inq4.a.e</b> Social Studies Inquiry Practices and Processes: Communicate conclusions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.Inq4.b.e</b> Social Studies Inquiry Practices and Processes: Respond effectively to questions about their inquiry.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.Inq5.a.e</b> Social Studies Inquiry Practices and Processes: Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.																				
	<b>SS.BH1.a.2</b> Behavioral Sciences: Understand we are individuals influenced by our relationships and environments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.BH1.b.2</b> Behavioral Sciences: Identify situations and places that impact a person's emotions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Social Studies</b>	<b>SS.BH2.a.K-1</b>	Behavioral Sciences: Describe how groups of people are alike and different.																			
	<b>SS.BH2.b.1</b>	Behavioral Sciences: Understand ways people change and adapt to new situations in places and within a family.																			
	<b>SS.BH3.a.2</b>	Behavioral Sciences: Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).																			
	<b>SS.BH4.a.e</b>	Behavioral Sciences: Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes.																			
	<b>SS.Econ1.a.1</b>	Economics: Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.																			
	<b>SS.Econ1.b.2</b>	Economics: Predict a person's change in behavior in response to different potential rewards.																			



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<b>Social Studies</b>	<b>SS.Econ2.a.1</b>	Economics: Differentiate between buyers (consumers) and sellers (producers).																																✓					
	<b>SS.Econ2.b.2</b>	Economics: Define product market and categorize prices of products in a local market.																																	✓	✓	✓		
	<b>SS.Econ2.c.2</b>	Economics: 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.																																	✓	✓	✓	✓	
	<b>SS.Econ3.a.1</b>	Economics: Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).																																					
	<b>SS.Econ3.b.1</b>	Economics: Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.																																					✓
	<b>SS.Econ4.a.2</b>	Economics: Hypothesize how a good gets to the local community market.																																		✓	✓	✓	✓



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<b>Social Studies</b>	<b>SS.Econ4b.1</b>	Economics: 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.																			
	<b>SS.Econ4.c.2</b>	Economics: Summarize goods and services that the government provides (e.g., roads, schools, police), and how they help people.																			
	<b>SS.Econ4.d.1</b>	Economics: Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).																			
	<b>SS.Econ4.e.1</b>	Economics: Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.																			
	<b>SS.Geog1.a.1</b>	Geography: Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.																			
	<b>SS.Geog1.b.1-2</b>	Geography: Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.																			



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<b>Social Studies</b>	<b>SS.Geog1.c.1</b>	Geography: Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.																			
	<b>SS.Geog2.a.K-1</b>	Geography: Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.																			
	<b>SS.Geog2.b.2</b>	Geography: Explain why people have moved to and away from their community.																			
	<b>SS.Geog2.c.2</b>	Geography: Describe population changes in their community over time.																			
	<b>SS.Geog2.d.1</b>	Geography: Identify and explain differences between rural and urban areas.																			
	<b>SS.Geog3.a.1</b>	Geography: Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Social Studies</b>	<b>SS.Geog3.b.2</b>	Geography: Compare and contrast the different modes of transportation and communication used by families in work and daily lives.																			
	<b>SS.Geog4.a.2</b>	Geography: 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).																			
	<b>SS.Geog5.a.1</b>	Geography: Provide examples of human changes to the environment surrounding the school or neighborhood.																			
	<b>SS.Geog5.b.2</b>	Geography: Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.																			
	<b>SS.Hist1.a.e</b>	History: Identify one or more causes of an event, issue, or problem.																			
	<b>SS.Hist1.b.e</b>	History: Identify one or more effects of an event, issue, or problem.																			



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<b>Social Studies</b>	SS.Hist2.a.e History: Identify patterns of what stayed the same to self, family, and community over time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS.Hist2.b.e History: Identify patterns of change to self, family, and community over time.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS.Hist2.c.e History: Explain how something happening outside of your home can affect your family.						✓	✓	✓	✓	✓										
	SS.Hist3.a.e History: Describe a person or event from the past that reflects your own life in some way.			✓			✓	✓	✓	✓	✓										
	SS.Hist3.b.e History: Explain why two people can talk about an event from different viewpoints.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS.Hist3.c.e History: Explain how something from the past can affect your life now.						✓	✓	✓	✓	✓										





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<b>Social Studies</b>	<b>SS.Hist4.a.e</b>	History: Describe the events that led to the creation of a primary source.																			
	<b>SS.Hist4.b.e</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.Hist4.c.e</b>	History: Create one primary source about your life.																			
	<b>SS.Hist4.d.e</b>	History: Identify the POV of your own primary or secondary source.																			
	<b>SS.PS1.a.K-1</b>	✓	✓	✓	✓	✓															
	<b>SS.PS1.b.1-2</b>	Political Science: Compare contributions of two or more influential people related to the founding of the United States.																			



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<b>Social Studies</b>	<b>SS.PS2.a.1-2</b>	Political Science: Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).																			
	<b>SS.PS2.b.2</b>	✓	✓																		
	<b>SS.PS2.c.1-2</b>	Political Science: 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).																			
	<b>SS.PS3.a.1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.PS3.b.e</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.PS3.c.1</b>	Political Science: 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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<b>Social Studies</b>	<b>SS.PS3.d.1</b>	Political Science: Predict how people come up with different ideas to solve a problem.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.PS4.a.e</b>	Political Science: Compare and contrast perspectives on the same topic.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SS.PS4.b.2</b>	Political Science: Give an example of a compromise.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Arts</b>	<b>RI.1.1</b>	Key Ideas and Details: Ask and answer questions about key details in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.1.2</b>	Key Ideas and Details: Identify the main topic and retell key details of a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.1.3</b>	Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.1.4</b>	Craft and Structure: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Language Arts</b>	<b>RI.1.5</b>	Craft and Structure: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.																			
	<b>RI.1.6</b>	Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																			
	<b>RI.1.7</b>	Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.																			
	<b>RI.1.8</b>	Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.																			
	<b>RI.1.9</b>	Integration of Knowledge and Ideas: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																			
	<b>RI.1.10</b>	Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.																			
	<b>W.1.1</b>	Text Types and Purposes: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.																			
<b>W.1.2</b>	Text Types and Purposes: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.																				



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<b>Language Arts</b>	<b>W.1.3</b>	Text Types and Purposes: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.																			
	<b>W.1.5</b>	Production and Distribution of Writing: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.																			
	<b>W.1.6</b>	Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																			
	<b>W.1.7</b>	Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).																			
	<b>W.1.8</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>SL.1.1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>Language Arts</b>	<b>SL.1.2</b>	Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.																			
	<b>SL.1.3</b>	Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.																			
	<b>SL.1.4</b>	Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.																			
	<b>SL.1.5</b>	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.																			
	<b>SL.1.6</b>	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓