



# Mind Missions®

## Arkansas

### 1st Grade Standards Alignment

|                       |                | Social Studies Skills   |            |           |                |                 | U.S. Traditions |                |             |                  |              | Citizenship Skills |                    |                   |              |                  | Chiponomics |                   |                    |                |             |
|-----------------------|----------------|---|------------|-----------|----------------|-----------------|-----------------|----------------|-------------|------------------|--------------|--------------------|--------------------|-------------------|--------------|------------------|-------------|-------------------|--------------------|----------------|-------------|
|                       |                | Artifact Activity   | Map Making | Globe Gap | Timeline Tower | Weather Watcher | Pledge Promise  | Soaring Symbol | Cook's Call | Hometown Holiday | Card Creator | Earth Events       | Class Constitution | Creating Citizens | Bully Banner | Respect Reminder | Chip's Crop | Acorn Advertising | Storefront Shelter | Jingle, Jingle | Super Saver |
| <b>Social Studies</b> | <b>C.1.1.2</b> | Civics and Government: Discuss roles of people who hold positions of authority  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.1.1.3</b> | Civics and Government: Discuss the functions of a government  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.2.1.1</b> | Civics and Government: Describe state and national symbols and patriotic songs  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.2.1.2</b> | Civics and Government: Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.2.1.3</b> | Civics and Government: Demonstrate ways of being a good citizen in multiple settings  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.2.1.4</b> | Civics and Government: Use listening, consensus-building, and voting procedures in the classroom  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.3.1.1</b> | Civics and Government: Explain why rules, laws, and consequences are needed   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.3.1.2</b> | Civics and Government: Describe ways people improve communities   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>C.3.1.3</b> | Civics and Government: Describe ways classrooms and schools work to accomplish common tasks and establish responsibilities                        |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>E.4.1.1</b> | Economics: Explain ways scarcity necessitates decision making   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |





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|                       |                 | Artifact Activity  | Map Making | Globe Gap | Timeline Tower | Weather Watcher | Pledge Promise  | Soaring Symbol | Cook's Call | Hometown Holiday | Card Creator | Earth Events       | Class Constitution | Creating Citizens | Bully Banner | Respect Reminder | Chip's Crop | Acorn Advertising | Storefront Shelter | Jingle, Jingle | Super Saver |  |  |  |  |
| <b>Social Studies</b> | <b>G.8.1.3</b>  | Geography: Construct and label maps of familiar places   | ✓          |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.9.1.1</b>  | Geography: Explain positive and negative effects humans have on the environment (e.g., litter, pollution, planting trees, recycling) |            |           |                |                 |                 |                |             |                  |              | ✓                  |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.9.1.2</b>  | Geography: Discuss how cultural characteristics create diversity in a community, place, or region                                    |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.9.1.3</b>  | Geography: Describe ways weather, climate, and other environmental characteristics affect daily life                                 |            |           |                | ✓               |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.10.1.1</b> | Geography: Explain ways people use natural resources in the community in which they choose to settle                                 |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             | ✓                 |                    |                |             |  |  |  |  |
|                       | <b>G.10.1.2</b> | Geography: Discuss reasons and ways that people, goods, and ideas move from place to place   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.11.1.1</b> | Geography: Discuss how the consumption of products connects the local community to distant places                                    |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |
|                       | <b>G.11.1.2</b> | Geography: Identify ways to help people who are going through natural and human-made disasters                                       |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |  |  |  |  |



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| <b>Social Studies</b> | <b>H.12.1.1</b> | History: Explain ways family and school have changed using chronological terms (e.g., yesterday/past, today/present, tomorrow/future)  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>H.12.1.2</b> | History: Create timelines to sequence family or school events using chronological terms (e.g., first, next, last, before, after, now, long ago)  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>H.12.1.3</b> | History: Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g. daily life tasks, food, clothing, transportation, communication, recreation) |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>H.12.1.4</b> | History: Retell stories of historical events, American legends, and people who played a role in history  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>H.12.1.5</b> | History: Explain the significance of national holidays and the achievement of people associated with them  |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                       | <b>H.13.1.1</b> | History: Compare different accounts of the same historical event   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |



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| Social Studies | H.13.1.3 | History: Draw conclusions about family or school life in the past using historical records and artifacts (e.g., photos, diaries, oral history) |            |           | ✓              |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                | H.13.1.4 | History: Identify aspects of a source that establish time, place and credibility   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                | H.13.1.5 | History: Formulate questions that relate to a family member, family event, or family tradition   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                | H.13.1.6 | History: Identify changes in the classroom/school in terms of cause and effect   |            |           |                |                 |                 |                |             |                  |              | ✓                  |                    |                   | ✓            | ✓                |             |                   |                    |                |             |
| Language Arts  | RI.1.1   | Key Ideas and Details: Ask and answer questions about key details in a text.   |            | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           |
|                | RI.1.2   | Key Ideas and Details: Identify the main topic and retell key details of a text.   |            | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           |
|                | RI.1.3   | Key Ideas and Details: Describe the connection between two individuals, events, ideas, or pieces of information in a text.                     |            | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           |



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| <b>Language Arts</b> | <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.   | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | <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. | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |



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| <b>Language Arts</b> | <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.   |            |           |                |                 |                 |                |             |                  |              |                    |                    |                   |              |                  |             |                   |                    |                |             |
|                      | <b>W.1.3</b> | ✓  | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           |
|                      | <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> | ✓  | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           |



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| <b>Language Arts</b> | SL.1.1 | Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | SL.1.2 | Comprehension and Collaboration: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.                           | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | SL.1.3 | 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.         | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | SL.1.4 | Presentation of Knowledge and Ideas: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.                                     | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | SL.1.5 | Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.                              | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |
|                      | SL.1.6 | Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation.  | ✓          | ✓         | ✓              | ✓               | ✓               | ✓              | ✓           | ✓                | ✓            | ✓                  | ✓                  | ✓                 | ✓            | ✓                | ✓           | ✓                 | ✓                  | ✓              | ✓           | ✓ |