



# Mind Missions®

## Minnesota

### 1st Grade Standards Alignment

		U.S. Legends					U.S. Symbols					Social Studies Skills					Chiponomics				
		George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Loud Liberty	Statue of Symbolism	Flag Fun	Veggie Sale	Motto Mania	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>	1.1.1.1.1	Citizenship and Government: Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. Benchmark: Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.																			
	1.1.2.2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓											
	1.1.4.6.1	Citizenship and Government: The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government. Benchmark: Identify the president of the United States; explain that voting determines who will be president.																			
	1.1.4.7.1	Citizenship and Government: The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. Benchmark: Identify characteristics of effective rules; participate in a process to establish rules.																			
	1.2.1.1.1	Economics: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis. Benchmark: Describe some costs and benefits of alternative choices made by families.																			
	1.2.3.3.1	Economics: Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. Benchmark: Define scarcity as not having enough of something to satisfy everyone's wants; give examples.																			



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<b>Social Studies</b>	1.2.4.5.1	Economics: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. Benchmark: Explain that people trade (voluntarily) when they each expect to be better off after doing so.																			
	1.3.1.1.1	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Create sketch maps to illustrate spatial information about familiar places; describe spatial information found on maps																			
	1.3.1.1.2	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.																			
	1.3.2.3.1	Geography: Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems). Benchmark: Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).																			
	1.4.1.1.1	History: Historians generally construct chronological narratives to characterize eras and explain past events and change over time. Benchmark: Create a timeline that identifies at least three events from one's own life.																			
	1.4.1.2.1	History: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. Benchmark: Ask basic historical questions about a past event in one's family, school or local community.																			
																✓	✓	✓	✓	✓	
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Social Studies	1.4.1.2.2	History: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. Benchmark: Describe how people lived at a particular time in the past based on information found in historical records and artifacts.										✓										
	1.4.2.4.1	History: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Benchmark: Describe how people lived at a particular time in the past based on information found in historical records and artifacts.					✓	✓	✓	✓	✓											
	1.4.2.4.2	History: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Benchmark: Compare and contrast buildings and other technologies from earlier times and today.								✓	✓	✓										
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.					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.4	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>	Research to Build and Present Knowledge: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.																			
	<b>SL.1.1</b>	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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓