





# Mind Missions®

## New Jersey

### Kindergarten Standards Alignment

		U.S. Holidays					U.S. Legends					Citizenship Skills					Bunny Town				
		Sailor Saver	Presidents' Parade	Fourth Fireworks	Flag Flying	Labor Saver	George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Earth Events	Class Constitution	Creating Citizens	Bully Banner	Respect Reminder	Bunny Town	Bunny Building	Jobs for Jackrabbits	Bad Bunny	Bunny Boss
<b>NJSLS</b>	<b>6.1.4.A.10</b>	Civics, Government, and Human Rights: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.																			
	<b>6.1.4.A.11</b>	Civics, Government, and Human Rights: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.																			
	<b>6.1.4.A.13</b>	Civics, Government, and Human Rights: Describe the process by which immigrants become United States citizens.																			
	<b>6.1.4.A.14</b>	Civics, Government, and Human Rights: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.																			
	<b>6.1.4.A.15</b>	Civics, Government, and Human Rights: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.																			
	<b>6.1.4.A.16</b>	Civics, Government, and Human Rights: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.																			
	<b>6.1.4.B.1</b>	Geography, People, and the Environment: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.																			
	<b>6.1.4.B.2</b>	Geography, People, and the Environment: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.																			
<b>6.1.4.B.3</b>	Geography, People, and the Environment: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.																				



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<b>NJSLS</b>	<b>6.1.4.B.4</b>	Geography, People, and the Environment: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.																			
	<b>6.1.4.B.5</b>	Geography, People, and the Environment: Describe how human interaction impacts the environment in New Jersey and the United States.																			
	<b>6.1.4.B.6</b>	Geography, People, and the Environment: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.																			
	<b>6.1.4.B.7</b>	Geography, People, and the Environment: Explain why some locations in New Jersey and the United States are more suited for settlement than others.																			
	<b>6.1.4.B.8</b>	Geography, People, and the Environment: Compare ways people choose to use and distribute natural resources.																			
	<b>6.1.4.B.9</b>	Geography, People, and the Environment: Relate advances in science and technology to environmental concerns, and to actions taken to address them.																			
	<b>6.1.4.B.10</b>	Geography, People, and the Environment: Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.																			
	<b>6.1.4.C.1</b>	Economics, Innovation, and Technology: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.																			
	<b>6.1.4.C.2</b>	Economics, Innovation, and Technology: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.																			
	<b>6.1.4.C.3</b>	Economics, Innovation, and Technology: Explain why incentives vary between and among producers and consumers.																			



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<b>NJSLS</b>	<b>6.1.4.C.4</b>	Economics, Innovation, and Technology: Describe how supply and demand influence price and output of products.																				
	<b>6.1.4.C.5</b>	Economics, Innovation, and Technology: Explain the role of specialization in the production and exchange of goods and services.																				
	<b>6.1.4.C.6</b>	Economics, Innovation, and Technology: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.														✓		✓				
	<b>6.1.4.C.7</b>	Economics, Innovation, and Technology: Explain how the availability of private and public goods and services is influenced by the global market and government.																				
	<b>6.1.4.C.8</b>	Economics, Innovation, and Technology: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.																				
	<b>6.1.4.C.9</b>	Economics, Innovation, and Technology: Compare and contrast how the availability of resources affects people across the world differently.																				
	<b>6.1.4.C.10</b>	Economics, Innovation, and Technology: Explain the role of money, savings, debt, and investment in individuals' lives.																				
	<b>6.1.4.C.11</b>	Economics, Innovation, and Technology: Recognize the importance of setting long-term goals when making financial decisions within the community.																				
	<b>6.1.4.C.12</b>	Economics, Innovation, and Technology: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.																				
<b>6.1.4.C.13</b>	Economics, Innovation, and Technology: Examine the qualities of entrepreneurs in a capitalistic society.																					



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<b>NJSLS</b>	6.1.4.C.14	Economics, Innovation, and Technology: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.																				
	6.1.4.C.15	Economics, Innovation, and Technology: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.																				
	6.1.4.C.16	Economics, Innovation, and Technology: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.																				
	6.1.4.C.17	Economics, Innovation, and Technology: Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.																				
	6.1.4.C.18	Economics, Innovation, and Technology: Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.																				
	6.1.4.D.1	History, Culture, and Perspectives: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.	✓																			
	6.1.4.D.2	History, Culture, and Perspectives: Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.																				
	6.1.4.D.3	History, Culture, and Perspectives: Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.																				
	6.1.4.D.4	History, Culture, and Perspectives: Explain how key events led to the creation of the United States and the state of New Jersey.																				



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<b>NJSLS</b>	6.1.4.D.5	History, Culture, and Perspectives: Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.																			
	6.1.4.D.6	History, Culture, and Perspectives: Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.																			
	6.1.4.D.7	History, Culture, and Perspectives: Explain the role Governor William Livingston played in the development of New Jersey government.																			
	6.1.4.D.8	History, Culture, and Perspectives: Determine the significance of New Jersey's role in the American Revolution.																			
	6.1.4.D.9	History, Culture, and Perspectives: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.																			
	6.1.4.D.10	History, Culture, and Perspectives: Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.																			
	6.1.4.D.11	History, Culture, and Perspectives: Determine how local and state communities have changed over time, and explain the reasons for changes.																			
	6.1.4.D.12	History, Culture, and Perspectives: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.																			
	6.1.4.D.13	History, Culture, and Perspectives: Describe how culture is expressed through and influenced by the behavior of people.																			



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<b>NJSLS</b>	6.1.4.D.14	History, Culture, and Perspectives: Trace how the American identity evolved over time.																			
	6.1.4.D.15	History, Culture, and Perspectives: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.																			
	6.1.4.D.16	History, Culture, and Perspectives: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.																			
	6.1.4.D.17	✓	✓	✓	✓	✓						✓									
	6.1.4.D.18	History, Culture, and Perspectives: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.																			
	6.1.4.D.19	History, Culture, and Perspectives: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.																			
	6.1.4.D.20	History, Culture, and Perspectives: Describe why it is important to understand the perspectives of other cultures in an interconnected world.																			
	6.3.4.A.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	6.3.4.A.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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<b>NJSLS</b>	<b>6.3.4.A.3</b>	Civics, Government, and Human Rights: Select a local issue and develop a group action plan to inform school and/or community members about the issue.																			
	<b>6.3.4.A.4</b>	Civics, Government, and Human Rights: Communicate with students from various countries about common issues of public concern and possible solutions.																			
	<b>6.3.4.B.1</b>	Geography, People, and the Environment: Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.																			
	<b>6.3.4.C.1</b>	Economics, Innovation, and Technology: Develop and implement a group initiative that addresses an economic issue impacting children.																			
	<b>6.3.4.D.1</b>	History, Culture, and Perspectives: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.																			
<b>CCELA</b>	<b>RI.K.1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.K.2</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.K.3</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.K.4</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>RI.K.5</b>																				
	<b>RI.K.6</b>																				



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CCELA	RI.K.7	Integration of Knowledge and Ideas: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).																			
	RI.K.8	Integration of Knowledge and Ideas: With prompting and support, identify the reasons an author gives to support points in a text.																			
	RI.K.9	Integration of Knowledge and Ideas: With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).																			
	RI.K.10	Range of Reading and Level of Text Complexity: Actively engage in group reading activities with purpose and understanding.																			
	W.K.1	Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).																			
	W.K.2	Text Types and Purposes: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.																			
	W.K.3	Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.																			
	W.K.5	Production and Distribution of Writing: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.																			
	W.K.6	Production and Distribution of Writing: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.																			
	W.K.7	Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).																			
W.K.8	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.																				



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<b>CC ELA</b>	<b>SL.K.1A</b>	Comprehension and Collaboration: Participate in collaborative conversations about kindergarten topics and texts with peers, diverse partners, and adults in small and larger groups.																			
	<b>SL.K.2</b>	Comprehension and Collaboration: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.																			
	<b>SL.K.3</b>	Comprehension and Collaboration: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.																			
	<b>SL.K.4</b>	Presentation of Knowledge and Ideas: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.																			
	<b>SL.K.5</b>	Presentation of Knowledge and Ideas: Add drawings or other visual displays to descriptions as desired to provide additional detail.																			
	<b>SL.K.6</b>	Presentation of Knowledge and Ideas: Speak audibly and express thoughts, feelings, and ideas clearly.																			