



# Mind Missions®

## New York

### 1st Grade Standards Alignment

		U.S. Legends					Citizens of Character					Social Studies Skills					Chiponomics				
		George's Gold	Lincoln's Legacy	Ben's Bifocals	MLK's Message	Moon Mission	Ruby's Reward	Clara's Carrier	Helen's Hardship	Soup Saver	Park Protector	Artifact Activity	Map Making	Globe Gap	Timeline Tower	Weather Watcher	Chip's Crop	Acorn Advertising	Storefront Shelter	Jingle, Jingle	Super Saver
<b>Content</b>	<b>1.1a</b>	Individual Development and Cultural Identity: Families are a basic unit of all societies, and different people define family differently.																			
	<b>1.1b</b>	Individual Development and Cultural Identity: People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.																			
	<b>1.1c</b>	Individual Development and Cultural Identity: Awareness of America's rich diversity fosters intercultural understanding.																			
	<b>1.2a</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	<b>1.2b</b>	Individual Development and Cultural Identity: The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.																			
	<b>1.3a</b>				✓		✓	✓	✓	✓	✓										
	<b>1.3b</b>	Civic Ideals and Practices: Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.																			
	<b>1.3c</b>	Civic Ideals and Practices: As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world.																			
	<b>1.4a</b>	Civic Ideals and Practices: Rules and laws are developed to protect people's rights and for the safety and welfare of the community.																			
<b>1.4b</b>	Civic Ideals and Practices: Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.																				



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<b>Content</b>	<b>1.4c</b>	Civic Ideals and Practices: Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community.																			
	<b>1.5a</b>	Geography, Humans, and the Environment: Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes.																			
	<b>1.5b</b>	Geography, Humans, and the Environment: Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.																			
	<b>1.5c</b>	Geography, Humans, and the Environment: Symbols are used to represent physical features and man-made structures on maps and globes.																			
	<b>1.6a</b>	Geography, Humans, and the Environment: People and communities depend on the physical environment for natural resources.																			
	<b>1.6b</b>	Geography, Humans, and the Environment: Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.																			
	<b>1.6c</b>	Geography, Humans, and the Environment: People interact with their physical environment in ways that may have a positive or a negative effect.																			
	<b>1.7a</b>	Time, Continuity, and Change: Personal and family history is a source of information for individuals about the people and places around them.																			
	<b>1.7b</b>	Time, Continuity, and Change: Families change over time, and family growth and change can be documented and recorded.																			
	<b>1.7c</b>	Time, Continuity, and Change: Families of long ago have similarities and differences with families today.																			
<b>1.7d</b>	Time, Continuity, and Change: Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories.																				



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<b>Content</b>	<b>1.8a</b>	Time, Continuity, and Change: Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers.										✓											
	<b>1.8b</b>	Time, Continuity, and Change: Oral histories, biographies, and family time lines relate family histories.													✓								
	<b>1.9a</b>	Economic Systems: Scarcity means that people's wants exceed their limited resources.																	✓				
	<b>1.9b</b>	Economic Systems: Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.																	✓				
	<b>1.9c</b>	Economic Systems: People use tools, technologies, and other resources to meet their needs and wants.																		✓			
	<b>1.10a</b>	Economic Systems: Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.																					
	<b>1.10b</b>	Economic Systems: A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.																	✓				
	<b>1.10c</b>	Economic Systems: People and families work to earn money to purchase goods and services that they need or want.																		✓			
	<b>1.10d</b>	Economic Systems: People make decisions about how to spend and save the money that they earn.																				✓	



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<b>Practices</b>	<b>A.1</b>	Gathering, Interpreting, and Using Evidence: Develop questions about his/her family.																			
	<b>A.2</b>	Gathering, Interpreting, and Using Evidence: Recognize different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).																			
	<b>A.3</b>	Gathering, Interpreting, and Using Evidence: Identify the creator and/or author of different forms of evidence.																			
	<b>A.4</b>	Gathering, Interpreting, and Using Evidence: Identify opinions of others.																			
	<b>A.5</b>	Gathering, Interpreting, and Using Evidence: Create an understanding of the past by using primary and secondary sources.																			
	<b>B.1</b>	Chronological Reasoning and Causation: Retell a real-life family event in sequential order.																			
	<b>B.2</b>	Chronological Reasoning and Causation: Understand the concept of time measurements, including days, weeks, months, and years.																			
	<b>B.3</b>	Chronological Reasoning and Causation: Identify causes and effects, using examples from his/her family life.																			
	<b>B.4</b>	Chronological Reasoning and Causation: Identify change over time in his/her family.																			
	<b>B.5</b>	Chronological Reasoning and Causation: Identify events of the past, present, and future in his/her family life.																			
<b>B.6</b>	Chronological Reasoning and Causation: Recognize and identify patterns of continuity in his/her family.																				



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<b>Practices</b>	<b>C.1</b>	Comparison and Contextualization: Identify similarities and differences between neighborhoods.																			
	<b>C.2</b>	Comparison and Contextualization: Identify similarities and/or differences between him/her and others, with detail.																			
	<b>C.3</b>	Comparison and Contextualization: Describe an event in his/her family.																			
	<b>C.4</b>	Comparison and Contextualization: Understand the concepts of geography, economics, and history that apply to his/her family.																			
	<b>D.1</b>	Geographic Reasoning: Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.																			
	<b>D.2</b>	Geographic Reasoning: Identify human activities and human-made features; identify natural events or physical features.																			
	<b>D.3</b>	Geographic Reasoning: Describe how environment affects his/her and other people's activities.																			
	<b>D.4</b>	Geographic Reasoning: Identify a pattern and a process.																			
	<b>D.5</b>	Geographic Reasoning: Describe how human activities alter places.																			
	<b>E.1</b>	Economics and Economic Systems: Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.																			
<b>E.2</b>	Economics and Economic Systems: Distinguish between a consumer and a producer and their relationship to goods and services.																				



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<b>Practices</b>	<b>E.3</b>	Economics and Economic Systems: Explain how people earn money and other ways that people receive money.																			
	<b>F.1</b>	Civic Participation: Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.																			
	<b>F.2</b>	Civic Participation: Participate in activities that focus on a classroom or school issue or problem.																			
	<b>F.3</b>	Civic Participation: Identify different political systems.																			
	<b>F.4</b>	Civic Participation: Identify the role of the individual in classroom and school participation.																			
	<b>F.5</b>	Civic Participation: Show respect in issues involving differences and conflict; participate in the resolution of differences and conflict.																			
	<b>F.6</b>	Civic Participation: Identify situations in which social actions are required.																			
	<b>F.7</b>	Civic Participation: Identify the president of the United States and the school principal and their leadership responsibilities.																			
	<b>F.8</b>	Civic Participation: Identify rights and responsibilities within the classroom and school.																			
<b>CCSS-ELA</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.																			



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CCSS-ELA	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.																			
	RI.1.5	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.																			
	RI.1.6	Craft and Structure: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.																			
	RI.1.7	Integration of Knowledge and Ideas: Use the illustrations and details in a text to describe its key ideas.																			
	RI.1.8	Integration of Knowledge and Ideas: Identify the reasons an author gives to support points in a text.																			
	RI.1.9	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).																			
	RI.1.10	Range of Reading and Level of Text Complexity: With prompting and support, read informational texts appropriately complex for grade 1.																			
	W.1.1	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.																			
	W.1.2	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>CCSS-ELA</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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





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<b>CCSS-ELA</b>	<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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓