



Mind Missions®

Washington

1st Grade Standards Alignment

		Citizens of Character					Bunny Town					Chiponomics					U.S. Symbols					
		Ruby's Reward	Clara's Carrier	Helen's Hardship	Soup Saver	Park Protector	Bunny Town	Bunny Building	Jobs for Jackrabbits	Bad Bunny	Bunny Boss	Chip's Crop	Acorn Advertising	Storefront Shelter	Jingle, Jingle	Super Saver	Loud Liberty	Statue of Symbolism	Flag Fun	Veggie Sale	Motto Mania	
EALRS	SS1.1.1	Social Studies Skills: Distinguish different points of view on one event.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SS1.1.2	Social Studies Skills: Use questioning strategies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SS1.1.3	Social Studies Skills: Retell the sequence of events that have happened over time.	✓	✓	✓	✓	✓															
	SS2.1.1	Social Studies Skills: Explain how questions are used to find out information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SS2.1.2	Social Studies Skills Use texts, audio, visuals, and other evidence to identify the main ideas or key details to study life outside of school.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	SS2.1.3	Social Studies Skills: Explain what a compelling question is and why it is important.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS3.1.1	Social Studies Skills: Engage in discussions to learn about different points of view on issues that impact their communities.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS4.1.1	Social Studies Skills: Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.1.1	Civics: Recognize the key ideal of public or common good within the context of the school community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.1.2	Civics: Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
C1.1.3	Civics: Explore and give examples of services a government provides (e.g., teachers, police and fire protection, maintenance of roads, snow removal, etc).						✓	✓	✓	✓												



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EALRs	C2.1.1	Civics: Explain the purpose of rules in the school.																			
	C2.1.2	Civics: Know the people and the roles that make and carry out rules in the school.																			
	C2.1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C3.1.1	Civics: Explain why rules are different in different communities.																			
	C3.1.2	Civics: Identify different types of relationships and diplomacy tribal nations exercised with European nations, colonies, and the United States.																			
	C4.1.1	✓								✓	✓										
	C4.1.2	Civics: Explain, give examples, and demonstrate ways to show good citizenship at school.																			
	C4.1.3	Civics: Describe the importance of civic participation and identify neighborhood examples.																			
	E1.1.1	Economics: Identify differences between natural, human, and capital resources.																			
	E1.1.2	Economics: Explain how and why families make choices between wants and needs.																			
	E1.1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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EALRs	E1.1.4	Economics: Explore the different resources that families use to access what they want and need.										✓										
	E2.1.1	Economics: Demonstrate how sharing and bartering are basic economic systems.																				
	E2.1.2	Economics: Give examples of how people earn income.										✓										
	E2.1.3	Economics: Describe how consumers spend money or use markets (banks, goods and services).															✓					
	E2.1.4	Economics: Explain why people save money.															✓					
	E3.1.1	Economics: Examine the difference between public and private providers of goods and services.																				
	E3.1.2	Economics: Explain the purpose for public and private providers of goods and services.																				
	E4.1.1	Economics: Explain that people need to trade for products that are not found in their geographic region.										✓										
	E4.1.2	Economics: Describe why people in one country trade goods and services with people in other countries.																				
	E4.1.3	Economics: Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.																				
	G1.1.1	Geography: Be able to identify local geographic locations and bodies of water.																				



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EALRs	G1.1.2	Geography: Be able to identify large continental land masses on a map or globe.																			
	G1.1.3	Geography: Be able to identify major bodies of water on a map or globe.																			
	G2.1.1	Geography: Explain the way family life is shaped by the environment.																			
	G2.1.2	Geography: Discuss why families make decisions to move to new geographic locations.																			
	G2.1.3	Geography: Identify human events and human-made features.																			
	G2.1.4	Geography: Identify natural events or physical features.																			
	G3.1.1	Geography: Explain how movement happens and its impact on self and community.																			
	G3.1.2	Geography: Identify the common and unique characteristics of different global environments.																			
	H1.1.1	History: Create a family timeline to show events in a sequential manner.																			
	H2.1.1	History: Examine the factors that influence the student's family experiences and choices.																			
	H2.1.2	History: Explain how one's own family's actions can cause a positive change in the future.																			



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EALRs	H3.1.1	History: Identify that there are different family structures and dynamics.																			
	H3.1.2	✓	✓	✓	✓	✓											✓				
	H4.1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	H4.1.2	History: Explain how different historical documents and artifacts inform our understanding of historical events.																			
	RI.1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.1.7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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EALRs	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.																			
	W.1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	W.1.5	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.																			
	W.1.6	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.																			
	W.1.7	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).																			
	W.1.8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.																				



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EALRs	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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓