



Mind Missions®

Michigan

6th Grade Standards Alignment

		Contemporary World Cultures																				
		Confederation Constructi	Hoover Holder	Log Lifter	Pollutant Protector	Rainforest Rescue	Channel Connection	Continental Cooperation	Noble Nobel	Mangrove Message	Rich Resources	Burj Building	Shake Shelter	Wall Work	Climate Construction	Southeast Shadows	Cooking Crisis	Diwali Diya	Stop the Slide	Sheep Saver	Tree Snake Trap	
Content	G1.1.1	Geography: Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.																				
	G1.1.2	Geography: Draw a sketch map, or add information to an outline map, of the world or a world region.																				
	G1.2.1	Geography: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	G1.2.2	Geography: Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.																				
	G1.2.3	Geography: Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.																				
	G1.2.4	Geography: Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	G1.2.5	Geography: Locate and use information from GIS and satellite remote sensing to answer geographic questions.																				
	G1.2.6	Geography: Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.																				
	G1.3.1	Geography: Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	G1.3.2	Geography: Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	✓	✓			✓	✓	✓		✓			✓			✓			✓	✓	✓



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Content	G2.1.1	Geography: Locate and describe the basic patterns of landforms.																			
	G2.1.2	Geography: Locate and describe the basic patterns and processes of plate tectonics.										✓									
	G2.1.3	Geography: Locate and describe the characteristics and patterns of major world climates and ecosystems.					✓			✓					✓				✓		
	G2.2.1	Geography: Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.			✓				✓			✓							✓		
	G2.2.2	Geography: Explain how communities are affected positively or negatively by changes in technology.	✓	✓	✓					✓	✓	✓	✓		✓	✓	✓				✓
	G2.2.3	Geography: Explain how culture and experience influence people's perceptions of places and regions.						✓		✓			✓				✓		✓		
	G2.2.4	Geography: Identify population pyramids from different countries including rates, death rates, male-female differences, and the causes and consequences of the age structure of the population.																			
	G2.2.5	Geography: Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	G3.1.1	Geography: Interpret and compare climographs from different latitudes and locations.																			
	G3.1.2	Geography: Explain the factors that cause different climate types.													✓				✓		
G3.2.1	Geography: Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, landforms, location, and human activity.																				



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Content	G4.1.1	Geography: Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.	✓					✓	✓		✓						✓				✓	
	G4.1.2	Geography: Compare and contrast the gender roles assigned to men and women in different societies.																				
	G4.1.3	Geography: Describe cultures of the region being studied, including the major languages and religions.										✓				✓		✓				
	G4.1.4	Geography: Explain how culture influences the daily lives of people.														✓	✓					
	G4.2.1	Geography: Identify and describe the advantages, disadvantages, and impacts of different technologies used to transport people and products, and spread ideas throughout the world.	✓					✓	✓	✓		✓				✓		✓				✓
	G4.3.1	Geography: Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.		✓		✓	✓				✓	✓				✓		✓				✓
	G4.3.2	Geography: Describe patterns of settlement and explain why people settle where they do and how people make their livings.	✓			✓	✓				✓	✓				✓						✓
	G4.3.3	Geography: Explain the patterns, causes, and consequences of major human migrations.									✓											
	G4.4.1	Geography: Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	✓	✓			✓	✓	✓		✓					✓		✓				
	G4.4.2	Geography: Evaluate examples of cooperation and conflict within the region under study from different perspectives.					✓		✓		✓					✓		✓				✓
	G5.1.1	Geography: Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.		✓	✓	✓	✓				✓	✓				✓		✓				✓



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Content	G5.1.2	Geography: Explain how different technologies can have positive and negative impacts on the environment.	✓		✓	✓				✓				✓		✓					✓
	G5.1.3	Geography: Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.	✓			✓								✓					✓		
	G5.1.4	Geography: Define natural resources and explain how people in different places use, define, and acquire resources in different ways.			✓		✓			✓	✓						✓				
	G5.2.1	Geography: Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.	✓			✓	✓			✓			✓		✓		✓		✓		✓
	G5.2.2	Geography: Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.				✓	✓			✓			✓		✓		✓		✓		✓
	G6.1.1	Geography: Identify global issues.	✓			✓	✓		✓	✓	✓		✓		✓		✓		✓		✓
	G6.1.2	Geography: Investigate a contemporary global issue by applying the skills of geographic inquiry.	✓			✓	✓		✓	✓	✓		✓		✓		✓		✓		✓
	G6.1.3	Geography: Develop a plan for action: • share and discuss findings of research and issue analysis in group discussions and debates. • compose a persuasive essay justifying a position with a reasoned argument. • develop an action plan to address or inform others about the issue, at local to global scales.					✓		✓	✓											
	C1.1.1	Civics and Government: Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.																			
	C3.6.1	Civics and Government: Define the characteristics of modern nation-states.																			



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Content	C3.6.2	Civics and Government: Compare and contrast various forms of government around the world.																				
	C4.3.1	Civics and Government: Explain how governments address national and international issues and form policies, and how the policies may not be consistent with those of other nation-states.			✓		✓	✓														
	C4.3.2	Civics and Government: Explain the challenges to governments to address global issues, and the international cooperation needed to do so.				✓	✓			✓	✓					✓					✓	✓
	C4.3.3	Civics and Government: Analyze the impact of treaties, agreements, and international organizations on global issues.							✓													
	E1.1.1	Economics: Explain how incentives and disincentives in the market economy can change the decision-making process.					✓			✓	✓						✓		✓			
	E2.3.1	Economics: Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.																				
	E3.1.1	Economics: Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced? Also, who will receive the benefits or bears the costs of production?																				
	E3.1.2	Economics: Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.		✓		✓					✓					✓		✓		✓		
	E3.3.1	Economics: Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic inter-dependence.																				
E3.3.2	Economics: Diagram or map the flow of materials, labor, and capital used to produce a consumer product.																					



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Content	E3.3.3	Economics: Explain how communication innovations have affected economic interactions and where and how people work.								✓												
	P3.1.1	Public Discourse, Decision Making, and Civic Participation: Integrate Michigan process and skills standards into a grade-appropriate project. Clearly state a global issue as a question of public policy, trace the origins of the issue, analyze various perspectives, and generate and evaluate alternative resolutions. Identify public policy issues related to global topics and issues studied.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓	
	P4.2.1	Public Discourse, Decision Making, and Civic Participation: Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓	
	P4.2.2	Public Discourse, Decision Making, and Civic Participation: Engage in activities intended to contribute to solving the local, national or global issues studied.	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓		✓		✓	
	P4.2.3	Public Discourse, Decision Making, and Civic Participation: Participate in projects to help or inform others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills	P1.1	Reading and Communication: Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.2	Reading and Communication: Interpret primary and secondary source documents for point of view, context, bias, and frame of reference or perspective.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.3	Reading and Communication: Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.4	Reading and Communication: Present an argument supported with evidence.							✓		✓	✓										
	P2.1	Inquiry, Research, and Analysis: Use compelling and supporting questions to investigate social scientific problems.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Skills	P2.2	Inquiry, Research, and Analysis: Evaluate data presented in social science tables, graphs, graphics, maps, and texts.																				
	P2.3	Inquiry, Research, and Analysis: Know how to find, organize, and interpret information from a variety of sources.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P2.4	Inquiry, Research, and Analysis: Use resources in multiple forms and from multiple perspectives to analyze issues.																				
	P3.1	Public Discourse and Decision Making: Clearly state an issue as a question of public policy, gather and interpret information about that issue, and generate and evaluate possible alternative resolutions.				✓	✓		✓		✓	✓		✓		✓		✓		✓		✓
	P3.2	Public Discourse and Decision Making: Discuss public policy issues, clarifying position, considering opposing views, and applying Democratic Values or Constitutional Principles to develop and refine claims.							✓		✓											
	P3.3	Public Discourse and Decision Making: Construct arguments expressing and justifying decisions on public policy issues supported with evidence.							✓		✓											
	P3.4	Public Discourse and Decision Making: Explain the challenges people have faced and actions they have taken to address issues at different times and places.	✓	✓		✓	✓	✓	✓		✓	✓		✓	✓	✓		✓		✓	✓	✓
	P4.1	Civic Participation: Act out of the rule of law and hold others to the same standard.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P4.2	Civic Participation: Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.		✓		✓	✓		✓		✓	✓		✓		✓		✓			✓	✓
	P4.3	Civic Participation: Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.		✓		✓	✓		✓		✓	✓		✓		✓		✓			✓	✓



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Language Arts	RI.6.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.1	Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																				
	RI.6.2	Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.3	Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.6.5	Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.																				
	RI.6.6	Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.																				



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Language Arts	RI.6.7	Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	RI.6.8	Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.																					
	RI.6.9	Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).																					
	RI.6.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	W.6.1	Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	W.6.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.																					



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Language Arts	W.6.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.																				
	W.6.4	Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	W.6.5	Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.																				
	W.6.6	Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.																				
	W.6.7	Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.																				
	W.6.8	Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.																				



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Language Arts	W.6.9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.																	
	W.6.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.																	
	SL.6.1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.																	
	SL.6.2	Comprehension and Collaboration: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.																	
	SL.6.3	Comprehension and Collaboration: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.																	
	SL.6.4	Presentation of Knowledge and Ideas: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.																	



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Language Arts	SL.6.5	Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.6.6	Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓