



Mind Missions®

Michigan

2nd Grade Standards Alignment

		Basic Government					U.S. Community Builders					Diverse Contributors					U.S. Cultural Holidays				
		Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets	Juneteenth Joy	Kwanzaa Kinara	Lantern Lighting	May Maraca	Shamrock Solution
Content	H2.0.1	History: Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.																			
	H2.0.2	History: Examine different perspectives of the same event in a community and explain how and why they are different.																			
	H2.0.3						✓	✓	✓	✓	✓	✓	✓	✓	✓						
	H2.0.4	History: Describe changes in the local community over time.																			
	H2.0.5	History: Describe how community members responded to a problem in the past.																			
	H2.0.6	History: Construct a historical narrative about the history of the local community from a variety of sources.																			
	G1.0.1	Geography: Construct maps of the local community that contain symbols, labels, and legends denoting human and physical characteristics of place.																			
	G1.0.2	Geography: Use maps to describe the spatial organization of the local community by applying concepts including relative location, and using distance, direction, and scale.																			
	G1.0.3	Geography: Use maps to describe the location of the local community within the state of Michigan in relation to other significant places in the state.																			
	G2.0.1	Geography: Compare the physical and human characteristics of the local community with those of another community.																			
G2.0.2	Geography: Describe how the local community is part of a larger region.																				



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Content	G4.0.1	Geography: Describe land use in the community.																			
	G4.0.2	Geography: Describe the means people create for moving people, goods, and ideas within the local community.																			
	G4.0.3	Geography: Use components of culture to describe diversity in the local community.																			
	G5.0.1	Geography: Suggest ways in which people can responsibly interact with the environment in the local community.																			
	G5.0.2	Geography: Describe positive and negative consequences of changing the physical environment of the local community.																			
	C1.0.1	Civics and Government: Explain why people form governments.																			
	C1.0.2	Civics and Government: Distinguish between government action and private action.																			
	C2.0.1	Civics and Government: Explain how local governments balance individual rights with the common good to solve local community problems.																			
	C2.0.2	Civics and Government: Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.																			
	C3.0.1	Civics and Government: Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.																			
	C3.0.2	Civics and Government: Use examples to describe how local government affects the lives of people in a community.																			



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Content	C3.0.3	Civics and Government: Identify services commonly provided by local governments.																			
	C5.0.1	Civics and Government: Identify ways in which people participate in community decisions.																			
	C5.0.2	Civics and Government: Distinguish between personal and civic responsibilities and explain why they are important in community life.																			
	C5.0.3	Civics and Government: Design and participate in community improvement projects that help or inform others.																			
	E1.0.1	Economics: Identify the opportunity cost involved in a consumer decision.																			
	E1.0.2	Economics: Describe how businesses in the local community meet economic wants of consumers.																			
	E1.0.3	Economics: Describe the natural, human, and capital resources needed for the production of a good or service in a community.																			
	E1.0.4	Economics: Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).																			
	E1.0.5	Economics: Utilize a decision-making process to analyze the benefits and costs of a personal decision.																			
	P3.1.1	Public Discourse, Decision Making, and Civic Participation: Identify public issues in the local community that influence people's daily lives.																			
P3.1.2	Public Discourse, Decision Making, and Civic Participation: Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.																				



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Content	P3.1.3	Public Discourse, Decision Making, and Civic Participation: Give examples of how conflicts over Democratic Values lead people to differ on resolutions to a public policy issue in the local community.																			
	P3.3.1	Public Discourse, Decision Making, and Civic Participation: Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.																			
	P4.2.1	Public Discourse, Decision Making, and Civic Participation: Develop and implement an action plan to address or inform others about a community issue.																			
	P4.2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Skills	P1.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P1.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P2.2	Inquiry, Research, and Analysis: Differentiate between compelling questions and supporting questions.																			
	P2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Skills	P2.4	Inquiry, Research, and Analysis: Know how to find relevant evidence from a variety of sources.																			
	P2.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P3.1	Public Discourse and Decision Making: State an issue as a question of public policy and discuss possible solutions from different perspectives.																			
	P3.2	Public Discourse and Decision Making: Apply Democratic Values or Constitutional Principles to support a position on an issue.																			
	P3.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P3.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P4.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	P4.4	Civic Participation: Use democratic procedures to make decisions on civic issues in the school or classroom.																			



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Language Arts	RI.2.1	Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.																			
	RI.2.2	Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																			
	RI.2.3	Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.																			
	RI.2.4	Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.																			
	RI.2.5	Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																			
	RI.2.6	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																			
	RI.2.7	Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																			
	RI.2.8	Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.																			
	RI.2.9	Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.																			



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Language Arts	RI.2.10	Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																								
	W.2.1	Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.																								
	W.2.2	Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.																								
	W.2.3	Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.																								
	W.2.5	Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																								
	W.2.6	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.																								
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	W.2.7	Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).																								
	W.2.8	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.																								
	SL.2.1	Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.																								
	SL.2.2	Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																								
	SL.2.3	Comprehension and Collaboration: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.																								
	SL.2.4	Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																								



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Language Arts	SL.2.5	Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.																			
	SL.2.6	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓