



Mind Missions®

Minnesota

2nd Grade Standards Alignment

		Basic Government					Human Environment Interaction					U.S. Cultural Holidays					Citizens of Character				
		Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Juneteenth Joy	Kwanzaa Kinara	Lantern Lighting	May Maraca	Shamrock Solution	Ruby's Reward	Clara's Carrier	Helen's Hardship	Soup Saver	Park Protector
Social Studies	2.1.1.1.1	Citizenship and Government: Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy. Benchmark: Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.																			
	2.1.2.2.1	Citizenship and Government: The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents. Benchmark: Explain the importance of constitutions.																			
	2.1.4.7.1	Citizenship and Government: The primary purposes of rules and laws within the United States constitutional government are to protect individual rights, promote the general welfare and provide order. Benchmark: Compare and contrast student rules, rights and responsibilities at school with their rules, rights and responsibilities at home; explain the importance of obeying rules.																			
	2.2.1.1.1	Economics: People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long- run costs and benefits of alternative choices and revising their goals based on their analysis. Benchmark: Given a goal and several alternative choices to reach that goal, select the best choice and explain why.																			
	2.2.3.3.1	Economics Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs. Benchmark: Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.																			



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Social Studies	2.2.4.5.1	Economics: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. Benchmark: Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.					✓	✓	✓	✓	✓											
	2.2.4.5.2	Economics: Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource. Benchmark: Identify money as any generally accepted item used in making exchanges.																				
	2.3.1.1.1	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.																				
	2.3.1.1.2	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.																				
	2.3.1.1.3	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Use maps, photos or other geographic tools to identify and locate major landmarks or major physical features of the United States.																				
	2.3.1.1.4	Geography: People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. Benchmark: Use maps, photos, or other geographic tools to answer basic questions about where people are located.																				



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Social Studies	2.3.4.9.1	Geography: The environment influences human actions; and humans both adapt to, and change, the environment. Benchmark: Identify causes and consequences of human impact on the environment and ways that the environment influences people.																			
	2.4.1.1.1	History: Historians generally construct chronological narratives to characterize eras and explain past events and change over time. Benchmark: Use and create calendars to identify days, weeks, months, years and seasons; use and create timelines to chronicle personal, school, community or world events.																			
	2.4.1.2.1	History: Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past. Benchmark: Use historical records and artifacts to describe how people's lives have changed over time.																			
	2.4.2.4.1	History: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Benchmark: Compare and contrast daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.																			
	2.4.2.4.2	History: The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time. Benchmark: Describe how the culture of a community reflects the history, daily life or beliefs of its people.																			



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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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.2.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.2.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.2.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SL.2.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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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.																			
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓