



# Mind Missions®

## New York

### 2nd Grade Standards Alignment

		Basic Government					U.S. Community Builders					U.S. Cultural Holidays					Diverse Contributors				
		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	Juneteenth Joy	Kwanzaa Kinara	Lantern Lighting	May Maraca	Shamrock Solution	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets
<b>Content</b>	<b>2.1</b>	Individual Development and Cultural Identity: A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.																			
	<b>2.2a</b>	Individual Development and Cultural Identity: People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.																			
	<b>2.2b</b>	Individual Development and Cultural Identity: A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community.																			
	<b>2.3a</b>	Civic Ideals and Practices: The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.																			
	<b>2.3b</b>	Civic Ideals and Practices: Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.																			
	<b>2.3c</b>	Civic Ideals and Practices: The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.																			
	<b>2.3d</b>	Civic Ideals and Practices: Symbols of American democracy serve to unite community members.																			
	<b>2.4a</b>	Civic Ideals and Practices: Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.																			
	<b>2.4b</b>	Civic Ideals and Practices: Communities have leaders who are responsible for making laws and enforcing laws.																			
	<b>2.4c</b>	Civic Ideals and Practices: Citizens provide service to their community in a variety of ways.																			



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Content	2.5a	Geography, Humans, and the Environment: Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.																						
	2.5b	Geography, Humans, and the Environment: The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.																						
	2.5c	Geography, Humans, and the Environment: Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.																						
	2.5d	Geography, Humans, and the Environment: The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.																						
	2.6a						✓	✓	✓															
	2.6.b	Time, Continuity, and Change: Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.																						
	2.7a						✓	✓	✓															
	2.8	Economic Systems: The availability of resources to meet basic needs varies across urban, suburban, and rural communities; People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources; Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities; Taxes are collected to provide communities with goods and services.																						



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Content	2.9a	Economic Systems: Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill; Members of a community specialize in different types of jobs that provide goods and/or services to the community; At times, neighboring communities share resources and workers to support multiple communities.																				
	Practices	A.1	Gathering, Interpreting, and Using Evidence: Develop questions about the community.																			
		A.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A.3	Gathering, Interpreting, and Using Evidence: Identify and explain creation and/or authorship, purpose, and format of evidence.																			
		A.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		A.5	Gathering, Interpreting, and Using Evidence: Recognize arguments and identify evidence.																			
		A.6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		B.1	Chronological Reasoning and Causation: Retell a community event in sequential order.																			
		B.2	Chronological Reasoning and Causation: Understand the concept of time measurements, including minutes, hours, days, weeks, months, and years.																			
B.3	Chronological Reasoning and Causation: Identify causes and effects, using examples from his/her family life or from the community.																					



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<b>Practices</b>	<b>B.4</b>	Chronological Reasoning and Causation: Identify change over time in his/her community.																			
	<b>B.5</b>	Chronological Reasoning and Causation: Identify events of the past, present, and future in his/her community.																			
	<b>B.6</b>	Chronological Reasoning and Causation: Recognize and identify patterns of continuity and change in his/her community.																			
	<b>C.1</b>	Comparison and Contextualization: Identify similarities and differences between communities.																			
	<b>C.2</b>	Comparison and Contextualization: Identify multiple perspectives by comparing and contrasting points of view in differing world communities.																			
	<b>C.3</b>	Comparison and Contextualization: Describe a historical event in a world community.																			
	<b>C.4</b>	Comparison and Contextualization: Recognize the relationship between geography, economics, and history in world communities.																			
	<b>C.5</b>	Comparison and Contextualization: Describe a historical development in a world community, using specific details, including time and place.																			
	<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 and describe connections between places.																			
	<b>D.2</b>	Geographic Reasoning: Distinguish human activities and human-made features from "environments" (natural events or physical features—land, air, and water—that are not directly made by humans).																			



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<b>Practices</b>	<b>D.3</b>	Geographic Reasoning: Describe how his/her actions affect the environment of the community; describe how the environment of the community affects human activities.																			
	<b>D.4</b>	Geographic Reasoning: Recognize a process that applies to population and a resulting pattern.																			
	<b>D.5</b>	Geographic Reasoning: Describe how human activities alter places in a community.																			
	<b>E.1</b>	Economics and Economic Systems: Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.																			
	<b>E.2</b>	Economics and Economic Systems: Describe the resources used to produce goods and provide services in the local community.																			
	<b>E.3</b>	Economics and Economic Systems: Describe the role of banks, saving, and borrowing in the economy.																			
	<b>E.4</b>	Economics and Economic Systems: Describe the goods and services that are produced in the local community, and those that are produced in other communities.																			
	<b>E.5</b>	Economics and Economic Systems: Identify goods and services that government provides and the role of taxes.																			
	<b>F.1</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>F.2</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>F.3</b>	Civic Participation: Identify different political systems.																				



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<b>Practices</b>	<b>F.4</b>	Civic Participation: Identify the role of the individual in classroom, school, and local community participation.																			
	<b>F.5</b>	Civic Participation: Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.																			
	<b>F.6</b>	Civic Participation: Identify situations in which social actions are required.																			
<b>CCSS ELA</b>	<b>RI.2.1</b>	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.																			
	<b>RI.2.2</b>	Key Ideas and Details: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.																			
	<b>RI.2.3</b>	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.																			
	<b>RI.2.4</b>	Craft and Structure: Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.																			
	<b>RI.2.5</b>	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.																			
	<b>RI.2.6</b>	Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																			
	<b>RI.2.7</b>	Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																			



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<b>CCSS ELA</b>	<b>RI.2.8</b>	Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.																			
	<b>RI.2.9</b>	Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.																			
	<b>RI.2.10</b>	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.																			
	<b>W.2.1</b>	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.																			
	<b>W.2.2</b>	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.																			
	<b>W.2.3</b>	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.																			
	<b>W.2.5</b>	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.																			
	<b>W.2.6</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.2.7</b>	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).																				



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<b>CCSS ELA</b>	<b>W.2.8</b>	Research to Build and Present Knowledge: Recall information from experiences or gather information from provided sources to answer a question.																			
	<b>SL.2.1</b>	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.																			
	<b>SL.2.2</b>	Comprehension and Collaboration: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.																			
	<b>SL.2.3</b>	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.																			
	<b>SL.2.4</b>	Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.																			
	<b>SL.2.5</b>	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.																			
	<b>SL.2.6</b>	Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																			