



Mind Missions®

Oregon

2nd Grade Standards Alignment

		Human Environment Interaction					Landmarks					Diverse Contributors					U.S. Community Builders																								
		Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Washington's Wonder	More Rushmore	Big, Big Bridge	Arch Support	Canyon Carrier	Harriet's Heroics	Safe Signal	Susan's Social	Carver's Commercial	Sending Secrets	Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear																				
Social Studies	2.1	Civics and Government: Compare personal point of view with others' perspectives when participating in rule setting.																				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.2.	Civics and Government: Identify services provided by city government.																																							
	2.3	Civics and Government: Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.																														✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2.4	Civics and Government: Give examples of and identify appropriate and inappropriate use of power and its effect.																																							
	2.5.	Civics and Government: Identify city leaders and their functions.																																							
	2.6	Civics and Government: Analyze the different ways students can have an effect on their local community.																				✓		✓									✓								
	2.7	Economics: Identify local businesses and the goods and services they produce.																																							
	2.8.	Economics: Describe the role of banks in an economy																																							
	2.1	Multicultural Studies: Compare personal point of view with others' perspectives when participating in rule setting.(Civics)																				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.3	Multicultural Studies: Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)																																							



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Social Studies	2.4	Multicultural Studies: Give examples of and identify appropriate and inappropriate use of power and its effect. (Civics)																			
	2.10.	Multicultural Studies: Explain how wealth and scarcity connect to decision-making about personal savings and spending. (Financial Literacy)																			
	2.13	Multicultural Studies: Identify cultural characteristics of the community. (Geography)																			
	2.16	Multicultural Studies: Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)																			
	2.17	Multicultural Studies: Identify and describe community celebrations, landmarks, symbols and traditions and explain why they are significant to the cultural heritage of members of the community. (History)																			
	2.9	Financial Literacy: Explain various methods of saving and how saving can help reach both short and long-term financial goals.																			
	2.10.	Financial Literacy: Explain how wealth and scarcity connect to decision making about personal savings and spending.																			
	2.11	Geography: Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.																			



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Social Studies	2.12	Geography: Identify relative location of school and community in the state and nation and the world.																			
	2.13.	Geography: Identify cultural characteristics of the community.																			
	2.14	Geography: Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).																			
	2.15	Geography: Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.																			
	2.16	History: Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)																			
	2.17	History: Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.																			
	2.18	History: Differentiate between events that happened in the recent and distant past.																			
	2.19	History: Develop and analyze a timeline of events in the history of the local community.																			
2.20.	History: Generate questions using a historical source as it relates to the local community's history.																				



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Social Studies	2.21.	History: Explain how people and events of the past influence the present.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.22	History: Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.																				
	2.23	History: Describe the connection between two or more current or historical events.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.24	History: Compare and contrast past and present situations, people, and events in neighborhoods and communities.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.25.	History: Evaluate information relating to an issue or problem.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	2.26	History: Use listening, consensus-building, and voting procedures to decide on and take informed action.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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.										✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	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.																			
	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.																			



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Language Arts	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	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.																			
	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	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Language Arts	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.																			
	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.																			