



Mind Missions®

Washington

2nd Grade Standards Alignment

		Landmarks					Basic Government					Human Environment Interaction					U.S. Civic Leaders				
		Washington's Wonder	More Rushmore	Big, Big Bridge	Arch Support	Canyon Carrier	Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Marshall's Mallet	Booker's Build	Courageous Catch	Douglass Disguise	Sojourner's Truth
EALRS	SS51.2.1	Social Studies Skills: Explain how multiple points of view on local issues shape decisions made within a community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS51.2.2	Social Studies Skills: Construct an argument with reasons to support a point of view.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS51.2.3	Social Studies Skills: Develop an explanation about an historical outcome using correct sequence and relevant information to support a point of view.															✓	✓	✓	✓	✓
	SS52.2.1	Social Studies Skills: Identify disciplinary ideas associated with a compelling question.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS52.2.2	Social Studies Skills: Identify facts and concepts associated with a supporting question.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS52.2.3	Social Studies Skills: Make connections between supporting questions and compelling questions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS52.2.4	Social Studies Skills Ask and answer questions about claims or positions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS52.2.5	Social Studies Skills: Ask and answer questions about explanations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS53.2.1	Social Studies Skills: Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address them.											✓	✓	✓	✓					
	SS53.2.2	Social Studies Skills: Identify ways to take action to help address local, regional, and global problems.											✓	✓	✓	✓					
SS53.2.3	Social Studies Skills: Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	



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EALRs	SS4.2.1	Social Studies Skills: Gather relevant information from one or two sources while using the origin and structure to guide the selection.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS4.2.2	Social Studies Skills: Evaluate a source by distinguishing between fact and opinion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS4.2.3	Social Studies Skills: Present a summary of an argument using print, oral, and digital technologies.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.2.1	Civics: Recognize the key ideal of public or common good within the context of the community.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	C1.2.2	Civics: Apply the key ideal of the public or common good to uphold rights and responsibilities within the context of the school.							✓												
	C1.2.3	Civics: Explain some basic functions (establish order, provide security, accomplish common goals) of local government						✓	✓	✓	✓										
	C1.2.4	Civics: Explore and give examples of services (e.g., police and fire protection, maintenance of roads, snow removal, etc.)								✓											
	C2.2.1	Civics: Explain the roles of people who help govern different communities.									✓										
	C2.2.2	Civics: Explain the basic function of laws in the local community.									✓	✓									
	C3.2.1	Civics: Know that tribes create rules and laws for the public or common good for their community.																			
C3.2.2	Civics: Know that tribes create rules and laws for the public or common good for their community.																				



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EALRs	C4.2.1	Civics: Demonstrate that citizenship and civic involvement in the neighborhood and community are the rights and responsibilities of individuals.																			
	C4.2.2	Civics: Explain, give examples, and demonstrate ways to show good citizenship at school and in the community.																			
	C4.2.3	Civics: Describe the importance of civic participation and locate examples (e.g., food drive) that help the school or community.																			
	C4.2.4	Civics: Use a variety of print and non-print sources to identify and describe basic democratic ideas (liberty, justice, equality, rights, responsibility).																			
	E1.2.1	Economics: Explain how and why members of a community make choices among products and services that have costs and benefits.																			
	E1.2.2	Economics: Define scarcity and explain how it necessitates decision-making.																			
	E1.2.3	Economics: Identify the costs and benefits of making various personal decisions on the community.																			
	E2.2.1	Economics: Identify the skills and knowledge required to produce certain goods and services.																			
	E2.2.2	Economics: Describe the goods and services that people in the local community produce and those that are produced in other communities.																			
	E3.2.1	Economics: Identify examples of the goods and services that governments provide.																			
E3.2.2	Economics: Identify cost and benefits of publicly owned services.																				



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EALRs	G3.2.1	Geography: Explain how and why people, goods, and ideas move from place to place.	✓		✓	✓																
	G3.2.2	Geography: Compare how people in different types of communities use local and distant environments to meet their daily needs.										✓			✓							
	G3.2.3	Geography: Describe the connection between the physical environment of a place and the economic activities found there.										✓		✓	✓							
	H1.2.1	History: Create a timeline for events in a community to show how the present is connected to the past.																				
	H1.2.2	History: Create a chronological sequence of multiple events.																				
	H1.2.3	History: Compare life in the past to life today for various members of your community.																				
	H2.2.1	History: Document how various individuals in the community have shaped local history.																				
	H2.2.2	History: Participate in activities working within one's community that can create a positive impact on oneself and one's local community.																				
	H3.2.1	History: Discern that there is more than one way to interpret or approach a situation, event, issue, or problem within your community.																				
	H3.2.2	History: Compare perspectives of people in the past to people in the present.															✓	✓	✓	✓	✓	
H3.2.3	History: Compare different accounts of the same historical event(s).																					



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EALRS	H4.2.1	History: Summarize how community history can be used to make current choices.																				
	H4.2.2	History: Explain how the background of an author influences the meaning of the source and why it was created.																				
	H4.2.3	History: Evaluate sources by distinguishing between fact and opinion.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCELA	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.																				



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CCELA	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.																			
	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.																			
	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.																			



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