



Mind Missions®

New Jersey

3rd Grade Standards Alignment

			Human Environment Interaction					U.S. Civic Leaders					U.S. Physical Regions					U.S. Community Builders					
			Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Marshall's Mallet	Booker's Build	Courageous Catch	Douglass Disguise	Sojourner's Truth	Large Lighthouse	Southeast Swamps	Midwest Market	Southwest Sunshine	West Walking	Garcia's Gifts	Hershey's Home	Hull-House for Sale	Pierre's Plan	Boone's Bear	
NJSLS	6.1.4.A.1	Civics, Government, and Human Rights: Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.						✓	✓	✓							✓						
	6.1.4.A.2	Civics, Government, and Human Rights: Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.						✓									✓						
	6.1.4.A.3	Civics, Government, and Human Rights: Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.						✓	✓	✓							✓						
	6.1.4.A.4	Civics, Government, and Human Rights: Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.																					
	6.1.4.A.6	Civics, Government, and Human Rights: Distinguish the roles and responsibilities of the three branches of the national government.																					
	6.1.4.A.7	Civics, Government, and Human Rights: Explain how national and state governments share power in the federal system of government.																					
	6.1.K.A.7	Civics, Government, and Human Rights: Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.																					
	6.1.4.A.8	Civics, Government, and Human Rights: Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.																					
6.1.4.A.9	Civics, Government, and Human Rights: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).						✓	✓	✓	✓	✓						✓						



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NJSLs	6.1.4.A.10	Civics, Government, and Human Rights: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.																			
	6.1.4.A.11	Civics, Government, and Human Rights: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.																			
	6.1.4.A.13	Civics, Government, and Human Rights: Describe the process by which immigrants become United States citizens.																			
	6.1.4.A.14	Civics, Government, and Human Rights: Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.																			
	6.1.4.A.15	Civics, Government, and Human Rights: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.																			
	6.1.4.A.16	Civics, Government, and Human Rights: Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.																			
	6.1.4.B.1	Geography, People, and the Environment: Compare and contrast information that can be found on different types of maps and determine how the information may be useful.																			
	6.1.4.B.2	Geography, People, and the Environment: Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.																			
6.1.4.B.3	Geography, People, and the Environment: Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude.																				



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NJSLS	6.1.4.B.4	Geography, People, and the Environment: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.		✓		✓	✓					✓	✓	✓	✓	✓					
	6.1.4.B.5	Geography, People, and the Environment: Describe how human interaction impacts the environment in New Jersey and the United States.	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓					
	6.1.4.B.6	Geography, People, and the Environment: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.										✓	✓	✓	✓	✓					
	6.1.4.B.7	Geography, People, and the Environment: Explain why some locations in New Jersey and the United States are more suited for settlement than others.										✓	✓	✓	✓	✓					
	6.1.4.B.8	Geography, People, and the Environment: Compare ways people choose to use and distribute natural resources.		✓		✓							✓		✓	✓					
	6.1.4.B.9	Geography, People, and the Environment: Relate advances in science and technology to environmental concerns, and to actions taken to address them.		✓	✓		✓								✓						
	6.1.4.B.10	Geography, People, and the Environment: Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.																			
	6.1.4.C.1	Economics, Innovation, and Technology: Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.																			
	6.1.4.C.2	Economics, Innovation, and Technology: Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.																			
	6.1.4.C.3	Economics, Innovation, and Technology: Explain why incentives vary between and among producers and consumers.																			



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NJSLS	6.1.4.C.4	Economics, Innovation, and Technology: Describe how supply and demand influence price and output of products.																				
	6.1.4.C.5	Economics, Innovation, and Technology: Explain the role of specialization in the production and exchange of goods and services.																				
	6.1.4.C.6	Economics, Innovation, and Technology: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.																				
	6.1.4.C.7	Economics, Innovation, and Technology: Explain how the availability of private and public goods and services is influenced by the global market and government.																				
	6.1.4.C.8	Economics, Innovation, and Technology: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.																				
	6.1.4.C.9	Economics, Innovation, and Technology: Compare and contrast how the availability of resources affects people across the world differently.																				
	6.1.4.C.10	Economics, Innovation, and Technology: Explain the role of money, savings, debt, and investment in individuals' lives.																				
	6.1.4.C.11	Economics, Innovation, and Technology: Recognize the importance of setting long-term goals when making financial decisions within the community.																				
	6.1.4.C.12	Economics, Innovation, and Technology: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.																				
6.1.4.C.13	Economics, Innovation, and Technology: Examine the qualities of entrepreneurs in a capitalistic society.																					



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NJSLS	6.1.4.C.14	Economics, Innovation, and Technology: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.																				
	6.1.4.C.15	Economics, Innovation, and Technology: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.																				
	6.1.4.C.16	Economics, Innovation, and Technology: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.																				
	6.1.4.C.17	Economics, Innovation, and Technology: Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.																				
	6.1.4.C.18	Economics, Innovation, and Technology: Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.																				
	6.1.4.D.1	History, Culture, and Perspectives: Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.																				
	6.1.4.D.2	History, Culture, and Perspectives: Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.																				
	6.1.4.D.3	History, Culture, and Perspectives: Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today.								✓	✓	✓	✓	✓							✓	
	6.1.4.D.4	History, Culture, and Perspectives: Explain how key events led to the creation of the United States and the state of New Jersey.																				



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NJSLS	6.1.4.D.5	History, Culture, and Perspectives: Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.																			
	6.1.4.D.6	History, Culture, and Perspectives: Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.																			
	6.1.4.D.7	History, Culture, and Perspectives: Explain the role Governor William Livingston played in the development of New Jersey government.																			
	6.1.4.D.8	History, Culture, and Perspectives: Determine the significance of New Jersey's role in the American Revolution.																			
	6.1.4.D.9	History, Culture, and Perspectives: Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.																			
	6.1.4.D.10	History, Culture, and Perspectives: Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.																			
	6.1.4.D.11	History, Culture, and Perspectives: Determine how local and state communities have changed over time, and explain the reasons for changes.																			
	6.1.4.D.12	History, Culture, and Perspectives: Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.																			
	6.1.4.D.13	History, Culture, and Perspectives: Describe how culture is expressed through and influenced by the behavior of people.																			



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NJSLS	6.1.4.D.14	History, Culture, and Perspectives: Trace how the American identity evolved over time.						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
	6.1.4.D.15	History, Culture, and Perspectives: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.						✓	✓	✓	✓	✓						✓				
	6.1.4.D.16	History, Culture, and Perspectives: Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.						✓	✓	✓	✓	✓						✓				
	6.1.4.D.17	History, Culture, and Perspectives: Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.																				
	6.1.4.D.18	History, Culture, and Perspectives: Explain how an individual's beliefs, values, and traditions may reflect more than one culture.																				
	6.1.4.D.19	History, Culture, and Perspectives: Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.						✓	✓	✓	✓	✓						✓	✓	✓	✓	✓
	6.1.4.D.20	History, Culture, and Perspectives: Describe why it is important to understand the perspectives of other cultures in an interconnected world.																				
	6.3.4.A.1	Civics, Government, and Human Rights: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	6.3.4.A.2	Civics, Government, and Human Rights: Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.																				



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NJSLS	6.3.4.A.3	Civics, Government, and Human Rights: Select a local issue and develop a group action plan to inform school and/or community members about the issue.																			
	6.3.4.A.4	Civics, Government, and Human Rights: Communicate with students from various countries about common issues of public concern and possible solutions.																			
	6.3.4.B.1	Geography, People, and the Environment: Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.	✓		✓																
	6.3.4.C.1	Economics, Innovation, and Technology: Develop and implement a group initiative that addresses an economic issue impacting children.																			
	6.3.4.D.1	History, Culture, and Perspectives: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.																			
CCELA	RI.3.1	Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.3.2	Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.3.3	Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.3.4	Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.3.5	Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	RI.3.6	Craft and Structure: Distinguish their own point of view from that of the author of a text.																			



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CCELA	RI.3.7	Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).																			
	RI.3.8	Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).																			
	RI.3.9	Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.																			
	RI.4.10	Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.																			
	W.3.1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons.																			
	W.3.2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.																			
	W.3.3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.																			
	W.3.4	Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.																			
	W.3.5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.																			
	W.3.6	Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.																			
W.3.7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.																				



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CC ELA	W.3.8	Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.																			
	W.3.10	Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.																			
	SL.3.1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.																			
	SL.3.2	Comprehension and Collaboration: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.																			
	SL.3.2	Comprehension and Collaboration: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.																			
	SL.3.4	Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.																			
	SL.3.5	Presentation of Knowledge and Ideas: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.																			
	SL.3.6	Presentation of Knowledge and Ideas: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.																			