



Mind Missions®

New York

3rd Grade Standards Alignment

		Heroes for Humanity					Human Environment Interaction					World Holidays					World Landmarks				
		Sincere Service	Mandela's Message	Salt Shoes	Rosa's Rain	Money for Malala	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Eid Eating	Breezy Basant	Color Cover	Hanukkah Helper	Pole Planning	Inca Engineering	Tilting Tower	Sydney Sail	Muddy Monument	Moving Moai
Content	3.1	Geography, Humans, and the Environment: Geographic regions have unifying characteristics and can be studied using a variety of tools.																			
	3.2	Geography, Humans, and the Environment: The location of world communities can be described using geographic tools and vocabulary.																			
	3.3a	Geography, Humans, and the Environment: Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.																			
	3.3b	Geography, Humans, and the Environment: People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.																			
	3.4a	Time, Continuity, and Change: People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.																			
	3.4b	Time, Continuity, and Change: Arts, music, dance, and literature develop through a community's history.																			
	3.5a	Time, Continuity, and Change: The structure and activities of families and schools share similarities and differences across world communities.																			
	3.5b	Time, Continuity, and Change: Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.																			
	3.6a	Time, Continuity, and Change: Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.																			



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Content	3.7	Civic Ideals and Practices: Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.																			
	3.8a	Civic Ideals and Practices: Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.																			
	3.8b	Civic Ideals and Practices: Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.																			
	3.8c	Civic Ideals and Practices: When faced with prejudice and discrimination, people can take steps to support social action and change.																			
	3.9	Creation, Expansion, and Interaction of Economic Systems: Communities meet their needs and wants in a variety of ways, forming the basis for their economy.																			
	3.10a	Creation, Expansion, and Interaction of Economic Systems: Communities around the world produce goods and provide services.																			
	3.10b	Creation, Expansion, and Interaction of Economic Systems: World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.																			
Practices	A.1	Gathering, Interpreting, and Using Evidence: Develop questions about a world community.																			
	A.2	Gathering, Interpreting, and Using Evidence: Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).																			



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Practices	A.3	Gathering, Interpreting, and Using Evidence: Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.																			
	A.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	A.5	Gathering, Interpreting, and Using Evidence: Identify inferences.																			
	A.6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B.1	Chronological Reasoning and Causation: Explain how three or more events are related to one another.																			
	B.2	Chronological Reasoning and Causation: Employ mathematical skills to measure time in years and centuries.																			
	B.3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	B.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										
	B.5	Chronological Reasoning and Causation: Recognize continuity and change over periods of time.																			
	B.6	Chronological Reasoning and Causation: Recognize periods of time, such as decades and centuries.																			
B.7	Chronological Reasoning and Causation: Recognize and identify patterns of continuity and change in world communities.																				



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Practices	C.1	Comparison and Contextualization: Identify similarities and differences between communities.																			
	C.2	Comparison and Contextualization: Identify multiple perspectives by comparing and contrasting points of view in differing world communities.																			
	C.3	✓	✓	✓	✓	✓															
	C.4	Comparison and Contextualization: Recognize the relationship between geography, economics, and history in world communities.																			
	C.5	✓	✓	✓	✓	✓															
	D.1	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.																			
	D.2	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).																			
	D.3	Geographic Reasoning: Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.																			
	D.4	Geographic Reasoning: Recognize a process that applies to population, and a resulting pattern.																			
	D.5	Geographic Reasoning: Describe how human activities alter places and regions.																			



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Practices	E.1	Economics and Economic Systems: Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.																			
	E.2	Economics and Economic Systems: Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.																			
	E.3	Economics and Economic Systems: Identify the products found in world communities and the various ways people in those communities pay for products.																			
	E.4	Economics and Economic Systems: Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.																			
	E.5	Economics and Economic Systems: Explore the types of governments in world communities and services they provide to citizens.																			
	F.1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	F.2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	F.3	Civic Participation: Identify different types of political systems found in world communities.																			
	F.4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	F.5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Practices	F.6	Civic Participation: Identify situations in which social actions are required and suggest actions.	✓	✓	✓	✓	✓	✓	✓	✓	✓											
	F.7	Civic Participation: Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.																				
	F.8	Civic Participation: Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.																				
CCSS	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.																				
	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).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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CCSS	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.																			
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.																				



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CCSS	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.																			