



Mind Missions®

Wisconsin

3rd Grade Standards Alignment

		U.S. Civic Leaders					Human Environment Interaction					Basic Government					Heroes for Humanity				
		Marshall's Mallet	Booker's Build	Courageous Catch	Douglass Disguise	Sojourner's Truth	Species Speaker	Water Wall	Plastic PSA	Dry Desert	Turning Turbine	Secret Selection	Branch Building	Rights Rap	Levels of Leaders	Law Lesson	Sincere Service	Mandela's Message	Salt Shoes	Rosa's Rain	Money for Malala
Social Studies	SS.Inq1.a.i	Social Studies Inquiry Practices and Processes: Develop list of open- and closed-ended questions on a topic or issue.																			
	SS.Inq1.b.i	Social Studies Inquiry Practices and Processes: Develop list of questions that support the research through discussion and investigation to guide inquiry.																			
	SS.Inq2.a.i	Social Studies Inquiry Practices and Processes: Gather a variety of resources into categories to guide the inquiry.																			
	SS.Inq2.b.i	Social Studies Inquiry Practices and Processes: Evaluate resources to determine which best support the inquiry and supporting questions.																			
	SS.Inq3.a.i	Social Studies Inquiry Practices and Processes: Create a thesis statement based on evidence found in sources to make a claim.																			
	SS.Inq4.a.i	Social Studies Inquiry Practices and Processes: Communicate conclusions from a variety of teacher- provided presentation options.																			



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Social Studies	SS.Inq4.b.i Social Studies Inquiry Practices and Processes: Evaluate the strength of claim, evidence, and communication using criteria established by both teacher and student.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS.Inq5.a.i Social Studies Inquiry Practices and Processes: Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.																				
	SS.BH1.a.4 Behavioral Sciences: Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	SS.BH1.b.4 Behavioral Sciences: Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self- image and identity.																				
	SS.BH2.a.4-5 Behavioral Sciences: Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.																✓	✓	✓	✓	✓
	SSBH2.b.4 Behavioral Sciences: Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.																				



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Social Studies	SS.BH3.a.5	Behavioral Sciences: Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.																			
	SS.BH4.a.i	Behavioral Sciences: Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).																			
	SS.Econ1.a.3	Economics: Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non- renewable).																			
	SS.Econ1.b.4	Economics: Infer potential incentives in a real-world situation.																			
	SS.Econ2.a.3-4	Economics: Compare two product markets found in the local community. Differentiate between goods and services.																			
	SS.Econ2.b.4-5	Economics: Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.																			
																	✓	✓	✓	✓	
							✓	✓		✓											



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Social Studies	SS.Econ2.c.3	Economics: Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.																			
	SS.Econ3.a.4	Economics: Investigate how the cost of things changes over time.																			
	SS.Econ3.b.5	Economics: Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.																			
	SS.Econ4.a.3	Economics: Trace the chain of supply for a needed product (e.g., food, shelter).																			
	SS.Econ4.b.4-5	Economics: Assess the role of economic institutions (e.g., banks, government) in helping individuals and society. Differentiate between private property (e.g., factories and homes) and public property (e.g., parks, public schools, and government buildings).																			
	SS.Econ4.c.5	Economics: Discuss reasons a government taxes people.																			



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Social Studies	SS.Econ4.d.5	Economics: Predict unintended costs and benefits (i.e., externalities) for a given current situation or event.																			
	SS.Econ4.e.2	Economics: Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).																			
	SS.Geog1.a.4-5	Geography: Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)																			
	SS.Geog1.b.i	Geography: Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.																			
	SS.Geog1.c.4-5	Geography: Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.																			
	SS.Geog2.a.3	✓															✓				



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Social Studies	SS.Geog2.b.5	Geography: Investigate push and pull factors of movement in their community, state, country, and world.																		
	SS.Geog2.c.5	Geography: Describe population changes in their state, and country over time.																		
	SS.Geog2.d.4-5	Geography: Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.																		
	SS.Geog3.a.5						✓	✓	✓	✓	✓									
	SS.Geog3.b.4	Geography: Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.																		



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Social Studies	SS.Geog4.a.4	Geography: Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).																			
	SS.Geog5.a.3-4	Geography: Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time																			
	SS.Geog5.b.5	Geography: Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).																			
	SS.Hist1.a.i	✓	✓	✓	✓	✓											✓	✓	✓	✓	✓
	SS.Hist1.b.i	✓	✓	✓	✓	✓											✓	✓	✓	✓	✓



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Wisconsin

3rd Grade Standards Alignment

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Social Studies	SS.Hist2.a.i	History: Describe patterns of continuity over time in the community, state, and the United States.																								
	SS.Hist2.b.i	History: Describe patterns of change over time in the community, state, and the United States.																								
	SS.Hist2.c.i	History: Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.																								
	SS.Hist3.a.i	History: Compare events in Wisconsin history to a current issue or event.																								
	SS.Hist3.b.i	History: Identify different historical perspectives regarding people and events in the past.																								
	SS.Hist3.c.i	History: Explain how historical events have possible implications on the present.																								
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓											✓	✓	✓	✓	✓



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Social Studies	SS.Hist4.a.i	History: Describe the historical context (situation) of a primary or secondary source.																								
	SS.Hist4.b.i	History: Describe the significance of the intended audience of a primary or secondary source.																								
	SS.Hist4.c.i	History: Describe the intended purpose of a specific primary or secondary source.																								
	SS.Hist4.d.i	History: Describe the impact of the POV of the author has on a primary or secondary source.																								
	SS.PS1.a.i	Political Science: Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.																								
	SS.PS1.b.4-5	Political Science: Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.																								
		✓	✓	✓	✓	✓																✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



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Social Studies	SS.PS2.a.i	Political Science: Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).																			
	SS.PS2.b.5	Political Science: Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).																			
	SS.PS2.c.4-5	Political Science: Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.																			
	SS.PS3.a.4-5	Political Science: Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.																			
	SS.PS3.b.3-4	Political Science: Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).																			



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Social Studies	SS.PS3.c.4-5	Political Science: Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.																			
	SS.PS3.d.5	Political Science: Provide examples of how different governments solve problems.																			
	SS.PS4.a.i	Political Science: Compile relevant information to form a political argument and taking other points of view into account.																			
	SS.PS4.b.5	Political Science: Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.																			
Language Arts	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.																			



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Language Arts	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).																			
	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.																			



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



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Wisconsin

3rd Grade Standards Alignment

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Language Arts	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.																			
	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.																			



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