

# Wolf Ridge ELC Minnesota Academic Standards Matrix

## Grade 4-8 History and Social Studies

### Strand: I. US History

Strand: I. US History			Daytime Classes	Acid Rain	Adventure Ropes Course	Basic Survival	Beavers	Beginning Orienteering	Competitive Orienteering	Geology	History of the Northshore	Ojibwe Heritage	Ojibwe Snowshoe	Rock Climbing	Seeds of Change	Superior View Hike	Superior Snowshoe	Voyageur Life	Wetlands	Evening Classes	Frozen Beans	Fur Trade	History of the Northshore	Woodland Art
Sub-strand	Standard	Benchmark																						
A. Pre-history through 1607	The student will understand that large and diverse American Indian Nations were the original inhabitants of North America	1. Students will compare ways of life of Indian Nations from different regions of North America									1	1	1			1		1				1	1	1
B. Pre-history through 1607	The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian Nations.	1. Students will identify key European explorers and how their voyages led to the establishment of colonies.										1	1					1				1		
		2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts										2	2						2				2	

Strand: I. US History			Daytime Classes	Acid Rain	Adventure Ropes Course	Basic Survival	Beavers	Beginning Orienteering	Competitive Orienteering	Geology	History of the Northshore	Ojibwe Heritage	Ojibwe Snowshoe	Rock Climbing	Seeds of Change	Superior View Hike	Superior Snowshoe	Voyageur Life	Wetlands	Evening Classes	Frozen Beans	Fur Trade	History of the Northshore	Woodland Art
Sub-strand	Standard	Benchmark																						
C. Colonization and Conflict, 1607-1780's	The student will demonstrate knowledge of the colonies and the factors that shaped colonial North America.	1. Students will explain and understand the political, religious, social, and economic events and conditions that led to the colonization of America.										1	1					1				1		
		3. Students will identify the differences and tensions between the English colonies and American Indian tribes.											3	3					3				3	





Strand: II. Minnesota History			Daytime Classes
Sub-strand	Standard	Benchmark	Acid Rain Adventure Ropes Course Basic Survival Beavers Beginning Orienteering Competitive Orienteering Geology History of the Northshore Ojibwe Heritage Ojibwe Snowshoe Rock Climbing Seeds of Change Superior View Hike Superior Snowshoe Voyageur Life Wetlands Evening Classes Frozen Beans Fur Trade History of the Northshore Woodland Art
E. Industrial Era	The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	3. Students will describe the various goals, strategies, and accomplishments of social reform movements in Minnesota and analyze their impact.	
Strand: IV. Historical Skills			Daytime Classes
Sub-strand	Standard	Benchmark	Acid Rain Adventure Ropes Course Basic Survival Beavers Beginning Orienteering Competitive Orienteering Geology History of the Northshore Ojibwe Heritage Ojibwe Snowshoe Rock Climbing Seeds of Change Superior View Hike Superior Snowshoe Voyageur Life Wetlands Evening Classes Frozen Beans Fur Trade History of the Northshore Woodland Art
A. Concepts of Time	The student will acquire skills of chronological thinking.	1. Students will develop a chronological sequence of persons, events, and concepts in each historical era studied in these grades.	

Strand: V. Geography			Daytime Classes	Acid Rain	Adventure Ropes Course	Basic Survival	Beavers	Beginning Orienteering	Competitive Orienteering	Geology	History of the Northshore	Ojibwe Heritage	Ojibwe Snowshoe	Rock Climbing	Seeds of Change	Superior View Hike	Superior Snowshoe	Voyageur Life	Wetlands	Evening Classes	Frozen Beans	Fur Trade	History of the Northshore	Woodland Art	
Sub-strand	Standard	Benchmark																							
A. Concepts and Location	The student will identify and locate major physical and cultural features that played an important role in the history of the United States.	1. Students will locate and name all 50 states, territories, mountain ranges, major river valleys, state capitals and cities, as as studied.							1																
C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	1. Students will locate and describe major physical features and analyze how they influenced cultures/civilizations studied.														1					1		1		
		2. Students will identify physical features that shaped settlement and life-ways of the Dakota and the Ojibwe and analyze their impact.																				2		2	
		3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19th Century.																				3		3	

Strand: V. Geography			Daytime Classes	Acid Rain	Adventure Ropes Course	Basic Survival	Beavers	Beginning Orienteering	Competitive Orienteering	Geology	History of the Northshore	Ojibwe Heritage	Ojibwe Snowshoe	Rock Climbing	Seeds of Change	Superior View Hike	Superior Snowshoe	Voyageur Life	Wetlands	Evening Classes	Frozen Beans	Fur Trade	History of the Northshore	Woodland Art	
Sub-strand	Standard	Benchmark																							
C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	4. Students will identify physical features that either hindered or promoted the industrialization of the state.																				4		4	
D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	1. Students will identify factors that drew people to their local communities.															1					1		1	
		2. Students will describe natural hazards, the physical processes behind them, the areas where they occur, and the costs and benefits of methods people use to mitigate their damage.																2					2		2
	The student will identify examples of the changing relationships between patterns of settlement and land use in Minnesota	5. Students will identify the areas of origin for people coming to Minnesota, explain the push and pull factors that brought people to the state, and analyze the impact of these changes																					5		5

Strand: V. Geography			Daytime Classes	Acid Rain	Adventure Ropes Course	Basic Survival	Beavers	Beginning Orienteering	Competitive Orienteering	Geology	History of the Northshor	Ojibwe Heritage	Ojibwe Snowshoe	Rock Climbing	Seeds of Change	Superior View Hike	Superior Snowshoe	Voyageur Life	Wetlands	Evening Classes	Frozen Beans	Fur Trade	History of the Northshor	Woodland Art
Sub-strand	Standard	Benchmark																						
D. Interconnections	The student will identify how technology made some parts of Minnesota more valuable at particular times in history.	1. Students will explain how Minnesota is connected to the rest of the world through international trade, and analyze the impact of this connection.																				1		5
	The student will describe how humans influence the environment and in turn are influenced by it.	1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.																	1			1		1
E. Essential Skills	The student will use maps, globes, geographic information systems and other sources of information to analyze the natures of places at a variety of scales.	1. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.						1	1													1		1





