

Minnesota Academic Standards: Interface with Journey to the Falls Learning Stations

Journey to the Falls Learning Stations (field trip activities)	Grade Level	Strand	Sub-Strand	Standard	Benchmarks (ex.)
River Detectives (Mapping Change) -Science	4	SCIENCE III. EARTH AND SPACE SCIENCE	3. Human Interactions with Earth Systems	Students will understand that in order to improve their existence, humans interact with and influence Earth systems.	1. Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
	5	III. EARTH AND SPACE SCIENCE	A. Earth Structure and Processes	The student will understand the surface of the Earth changes. Some changes are due to slow processes and some changes are due to rapid processes.	1. Explain how, over time, rocks weather and combine with organic matter to form soil. 2. Explain how slow processes, such as water erosion, and rapid processes, such as landslides and volcanic eruptions, form features of the Earth's surface.
	5	IV LIFE SCIENCE	4. Human Interactions with Living Systems	Students will understand that humans change environments in way that can be either beneficial or harmful to themselves and other organisms.	Give examples of beneficial and harmful human interaction with natural systems.
River Detectives (Mapping Change) -Social Studies; Geography	4-8	SOCIAL STUDIES V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
			B. Maps and Globes	The student will make and use maps to acquire, process, and report on the spatial organization of people and places on Earth.	4. Students will distinguish differences among uses of, and limitations of, different kinds of thematic maps to describe the development of Minnesota.
			C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19 th century. 4. Students will identify physical features that either hindered or promoted the industrialization of the state.
			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. 2. Students will analyze how the physical environment influences human activities.
				The student will identify examples of the changing relationships between the patterns of settlement and land use	1. Students will give examples of how changes in technology made some locations in Minnesota more suitable for urbanization

				in Minnesota. Students will describe how humans influence the environment and in turn are influenced by it.	than others. 3. Students will explain the importance of site features in the establishment of Minnesota’s largest cities. 1. Students will recognize changes over time in nearby landscapes, resulting from human occupation.
River Detectives (Mapping Change) -MN History	4-8	SOCIAL STUDIES II. MINNESOTA HISTORY	C. Early Settlement and Statehood, 1810-1860 E. Industrial Era, 1865-1914	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th century and the changes the new Minnesotans brought with them. The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes. 1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
Explorers	4-8 4-8	SOCIAL STUDIES I. U.S. HISTORY V. GEOGRAPHY	E. Growth & Westward Expansion, 1801-1861 A. Concepts of Location C. Physical Features and Processes D. Interconnections	The student will demonstrate knowledge of western expansion, conflict, and reform in America. The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota. The student will identify and locate geographic features associated with the development of Minnesota. The student will give examples that demonstrate how people are connected to each other and the environment.	2. Students will analyze the impact of inventions and technologies on life in America, including... the steamboat,... 1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities. 3. Students will identify physical features that either hindered or promoted the development of the fur trade and the rapid settlement in the early 19 th century. 1. Students will identify factors that drew people to their local communities. 2. Students will analyze how the physical environment influences human activities.
Writing Home (Postcard)		LANGUAGE ARTS II. WRITING	A. Types of Writing B. Elements of Composition	The student will compose various pieces of writing. The student will engage in a writing process, with attention to organization, focus, quality of ideas, audience and a purpose.	1. The student will write in a variety of modes to express meaning, including: poetry. 1. Write topic sentences. 2. Create multiple paragraph compositions. 3. Use composing processes.

Locking Through	5	SCIENCE II. PHYSICAL SCIENCE	1. Motion	The students will understand that an object's motion is affected by forces and can be described by the object's speed and the direction it is moving.	<ol style="list-style-type: none"> 1. Give examples of simple machines and demonstrate how they change the input and output of forces of motion. 2. Identify the force that starts something moving or changes its speed or direction of motion. 3. Demonstrate that a greater force on an object can produce a greater change in motion.
	5	III. EARTH AND SPACE SYSTEMS	4. Human Interactions with Earth Systems	<ol style="list-style-type: none"> 1. Students will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems. 	<ol style="list-style-type: none"> 1. Identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used. 3. Compare the impact of individual decisions on natural systems.
	5	IV. LIFE SCIENCE	4. Human Interactions with Living Systems	<ol style="list-style-type: none"> 1. Students will understand that humans change environments in ways that can be either beneficial or harmful to themselves and other organisms. 	Give examples of beneficial and harmful human interaction with natural systems.
	6.	I. THE NATURE OF SCIENCE AND ENGINEERING	2. The Practice of Engineering	<ol style="list-style-type: none"> 1. Students will understand that Engineers create, develop, and manufacture machines, structures, processes and systems that impact society and may make humans more productive. 	<ol style="list-style-type: none"> 1. Identify a common engineered system and evaluate its impact on the daily life of humans. 2. Recognize that there is no perfect design and that new technologies have consequences that may increase some risks and decrease others. 3. Describe the trade-offs in using manufactured products in terms of features, performance, durability and cost. 4. Explain the importance of learning from past failures, in order to inform future designs of similar products or systems.

Simulated Archaeological Dig	4-8	SOCIAL STUDIES II. MINNESOTA HISTORY	E. Industrial Era 1865-1914	The student will know and understand Minnesota’s major industries and the economic, social, political, and technological changes that accompanied industrialization.	1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota’s early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
		IV. HISTORICAL SKILLS	B. Historical Resources	The student will begin to use historical resources.	3. Students will investigate the ways historians learn about the past if there are no written records.
	4-8	V. GEOGRAPHY	D. Interconnections	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.
	4	SCIENCE I. HISTORY AND NATURE OF SCIENCE	A. Scientific World View	The student will understand how science is used to investigate interactions between people and the natural world.	3. The student will recognize the impact of scientific and technological activities on the natural world.
	4	III. EARTH AND SPACE SCIENCE	A. Earth Structure and Processes	The student will investigate the impact humans have on the environment.	1. The student will identify and investigate environmental issues and potential solutions.
	5	I. HISTORY AND NATURE OF SCIENCE	B. Scientific Inquiry	The student will understand the process of scientific investigations.	1. The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions supported by evidence.
	6	I. HISTORY AND NATURE OF SCIENCE	B. Scientific Inquiry	The student will understand that scientific inquiry is used in systematic ways to investigate the natural world.	2. The student will distinguish between observation, prediction, and inference.

History Hike	4-8	SOCIAL STUDIES I. U.S. HISTORY	E. Growth and Westward Expansion, 1808-1861	The student will demonstrate knowledge of western expansion, conflict, and reform in American.	<ol style="list-style-type: none"> 1. Students will examine the processes that led to the territorial expansion of the United States including wars and treaties with... Indian nations,... Louisiana Purchase and other land purchases, and the removal of American Indians to reservation. 2. Students will analyze the impact of inventions and technologies on life in America, including... the steamboat,...
	4-8	II. MINNESOTA HISTORY	C. Early Settlement and Statehood, 1810-60	The student will know and understand the factors that led to rapid settlement of Minnesota in the 19 th century and the changes the new Minnesotans brought with them.	<ol style="list-style-type: none"> 1. Students will explain why early settlers came to Minnesota and analyze their impact on political, cultural, and physical landscapes.
			E. Industrial Era 1865-1914	The student will know and understand Minnesota's major industries and the economic, social, political, and technological changes that accompanied industrialization.	<ol style="list-style-type: none"> 1. Students will know and explain the roles of people, politics, natural resources, transportation, and technology in the development of Minnesota's early industries (lumbering, mining, and agriculture.) 2. Students will describe the impact of industrialization on work, home, leisure life, politics, immigration, urbanization, and changes in the physical landscape.
	4-8	SOCIAL STUDIES V. GEOGRAPHY	A. Concepts of Location	The student will identify and locate major physical and cultural features that played an important role in the history of Minnesota.	<ol style="list-style-type: none"> 1. Students will locate major Minnesota ecosystems, topographic features, continental divides, river valleys, and cities.
			C. Physical Features and Processes	The student will identify and locate geographic features associated with the development of Minnesota.	<ol style="list-style-type: none"> 4. Students will identify physical features that either hindered or promotes the industrialization of the state.
			D. Interconnections	The student will give examples that demonstrate how people are connected to each other and the environment.	<ol style="list-style-type: none"> 2. Students will analyze how the physical environment influences human activities.