

Getting Your Feet Wet: An Introduction to the BWCA
Animal Adaptations in the BWCA: Skull Investigation
Topography and Trails: Map and Compass in the BWCA
Campsite Skills and Leave No Trace
Clear, Deep Water: Water Quality and the BWCA
Biomass and the Boreal Forest
BWCA Adventures: Animals and Ecosystems
BWCA Adventures: Watersheds and Water Quality
BWCA Adventures: BWCA Skills Day

MN STATE STANDARDS/BENCHMARKS ADDRESSED

Grade	MN Science Standards (2020)	Code										
K-12	Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.	1.1.1	x	x	x	x	x	x	x	x	x	x
K-12	Students will be able to design and conduct investigation in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena	1.2.1		x				x	x	x	x	
K-12	Students will be able to represent observations and data in order to recognize patterns in the data, and meaning of those patterns, and possible relationships between variables.	2.1.1	x	x	x			x	x	x	x	
K-12	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions, and/or explanations, and communicate ideas to others.	3.1.1		x		x	x		x	x	x	
K-12	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.	3.2.1		x				x	x			
K-12	Students will be able to engage in argument from evidence for their explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counter arguments.	4.1.1	x	x		x	x	x	x	x	x	
K-12	Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.	4.1.2				x	x		x	x	x	
K-12	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.	4.2.1		x	x			x	x	x	x	
Grade Minnesota Social Studies Standards (2011) Code												
6	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context	6.3.1.1	x		x	x	x	x	x	x	x	x
7	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context	7.3.1.1	x		x	x	x	x	x	x	x	x
8	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context	8.3.1.1	x		x	x	x	x	x	x	x	x
8	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	8.3.1.2	x		x		x	x	x	x	x	x
8	Places have physical characteristics (such as climate, topography, and vegetation) and human characteristics (such as culture, population, political and economic systems).	8.3.2.3	x		x		x		x	x	x	x
9-12	People use geographic representations and geospatial technologies to acquire, process, and report information within a spatial context	9.3.1.1	x		x	x	x	x	x	x	x	x
9-12	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.	9.3.1.2	x		x		x	x	x	x	x	x
9-12	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).	9.3.2.3	x		x	x	x	x	x	x	x	x
9-12	The environment influences human actions; and humans both adapt to and change the environment.	9.3.4.9	x		x	x	x	x	x	x	x	x
Grade Minnesota English Language Arts Standards (2010) Code												
Anchor Standards for Speaking, Viewing, Listening, and Media Literacy												
6-12	Prepare for and participate effectively in a range of conversation and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	1		x		x	x	x	x	x	x	x
6-12	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2	x	x	x	x	x	x	x	x	x	x
6-12	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	3		x				x	x	x	x	
Anchor Standards for Reading in History/Social Studies, Science and Technical Subjects												
6-12	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1	x	x	x	x	x	x	x	x	x	x
6-12	Assess how point of view or purpose shapes the content and style of a text.	6			x						x	x
6-12	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words	7	x	x	x	x	x	x	x	x	x	x
Anchor Standards for Writing in History/Social Studies, Science and Technical Subjects												
6-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1		x				x	x	x	x	
6-12	Draw evidence from literary or informational texts to support analysis, reflection, and research.	9	x	x	x			x	x	x	x	
Grade Minnesota Physical Education Benchmarks (2011) Code												
6	Identify the relationship between participation in physical activity and stress reduction	6.5.1.2	x						x	x	x	x
6	Recognize individual challenges in physical activity and implement methods of coping with them in a positive way. For example: extending effort, asking for help or feedback, or modifying the tasks.	6.5.2.1	x		x	x				x	x	x
7	Generate positive statements such as offering suggestions or assistance, leading or following others, and providing possible solutions when faced with a group challenge.	7.5.2.1	x		x	x				x	x	x
8	Develop a plan of action and make appropriate decisions based on that plan when faced with an individual or group challenge.	8.5.2.1	x		x	x				x	x	x
9-12	Demonstrate competency and refine activity-specific movement skills in two of the following lifetime activity categories: individual performance activities, outdoor pursuits of motor skills and movement patterns.	9.1.1.1	x		x	x				x	x	x
9-12	Apply best practices for safe participation in physical activity, exercise or dance. For example: injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection.	9.4.4.1	x		x	x				x	x	x
Grade Minnesota Math Standards (2007) Code												

6	Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.	1.2.1	x		x					x	x		
6	Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.	1.3.1	x		x					x	x		
7	Use reasoning with proportions and ratios to determine measurements, justify formulas and solve real-world and mathematical problems involving circles and related geometric figures.	3.1.1			x					x	x		
7	Use mean, median and range to draw conclusions about data and make predictions.	4.1.1		x			x			x	x		
9-11	Know and apply properties of geometric figures to solve real-world and mathematical problems and to logically justify results in geometry.	3.3.3			x	x				x		x	