Please note: Academic Standards are updated regularly and our alignments will be updated on the DNR Academic Standards Website at: www.mndnr.gov/education/teachers/edstandards_intro.html

Minnesota Academic Standards Correlations

The lessons in the *Fishing: Get in the Habitat! MinnAqua Leader's Guide* have been developed from a comprehensive environmental systems perspective and are multidisciplinary and crosscurricular in nature. Many lessons cover a wide spectrum of topics.

All lessons are correlated to the Minnesota Academic Standards to illustrate the level to which each lesson addresses the learning Benchmarks within the Standards. Please note that the lessons in the *MinnAqua Leader's Guide* have not been developed to specifically meet the U.S. National Education Standards or the Minnesota Academic Standards. Specific requirements outlined within the Minnesota Academic Standards remain the responsibility of each instructor. We strongly encourage instructors to modify lessons from the *MinnAqua Leader's Guide* as they see fit. And although assessment suggestions and guidelines appear in each lesson, the instructor must still assess the students' work.



Addressing Benchmarks with Lessons in the *MinnAqua Leader's Guide*

Each lesson in the *MinnAqua Leader's Guide* lists Minnesota Academic Benchmarks addressed within that lesson.

This correlation represents the Minnesota DNR MinnAqua Program's interpretation of the Minnesota Academic Standards and their relation to the *MinnAqua Leader's Guide*.

Lesson *introduces* this Benchmark.

In the Minnesota Academic Standards Matrix, this symbol \bigcirc signifies that the lesson introduces some of the concepts and/or the language in the related Benchmark. By providing more specific emphasis and information, the instructor can expand on these concepts within the lesson, or in conjunction with another lesson, to address the Benchmark more fully.

\bigcirc Lesson *partially* addresses this Benchmark. This symbol \bigcirc signifies that the lesson partially

addresses the concepts, if not in the exact terms and/or language used in the Benchmark. By providing more specific emphasis and information, the instructor can expand on these concepts within the lesson or in conjunction with another lesson, to address the Benchmark more fully.

Solution Lesson *fully* addresses this Benchmark.

This symbol O signifies that the lesson fully addresses the concepts and language used in the Benchmark.

The MinnAqua Program sincerely hopes that you'll find these correlations useful as you incorporate the *Fishing: Get in the Habitat! MinnAqua Leader's Guide* into your curriculum. 8:1-1

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Minn	esota Academ	nic Standards Correlat	ions	Cha Aqu	pter I atic H	l: labitat	ts		Cha Min	apter nneso	· 2: ota Fis	sh					Chap Wate	oter 3: er Ste	ward	ship			Chap Fish N	ter 4: 1anag	emen	it	Cha Fish	pter 5: ing Eqi	: uipme	nt & S	Skills		Chapte the Fis	r 6: Sa hing Tr	iety & ip	_
Minnes	sota Science Sta son <i>introduces</i> th son <i>partially</i> add son <i>fully</i> address	Indards: Third Grade is Benchmark. Iresses this Benchmark. res this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Water Habitat Stre Study	T. Yauen Mabuat She Shury 5. Habitat Hideout	6. From Frozen to Fascinating	1. Fish Sense	2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	o. Adapted for habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl	I. The Incredible Journey	2. Function of Aquatic Plants	3. Molld You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania	1. Fishing Regulations & Sportsmanship	2. rish surveys 3. Aquatic Plant Power	4. Town Meeting	5. Fisheries Management & You	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. rop Can Casting 4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	 Safety & Fishing at the Water's Edge Lee Fishing & Winter Safety 	3. Planning a Fishing Trip	4. Piscatorial Palate 5 Fatinø Fish	5. Eating Fish
Strand	Substrand	Standard	Benchmark				_													_														+	+	
JRE OF	A. Scientific World View	of science as a tool to examine the natural world.	as a tool that can help investigate and answer questions about the environment.			6)	۲)	۲	I		Ð				(٢			0												
ND NATU IENCE			 The student will ask questions about the natural world that can be investigated scientifically. 					•)	٢		(Ð											6											•	
ORY AI SC	B. Scientific Inquiry	The student will understand the nature of scientific investigations.	2. The student will participate in a scientific investigation using appropriate tools.			٢	D	•)	۲							(\bigcirc	
I. HIST			3. The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.							٢							(
II. PHYSICAL SCIENCE	C. Energy Transformation	The student will explore the characteristics and properties of sound and light.	2. The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.																																	
TH AND CIENCE	B.The Water Cycle, Weather and Climate	The student will investigate weather conditions.	I. The student will measure, record, and describe weather conditions using common instruments.					٢)																							(•			
III. EART SPACE S	C.The Universe	The student will understand the characteristics and relationships of objects in the solar system.	3. The student will observe that the sun supplies heat and light to the earth.					8)						8																					
	B. Diversity of	The student will recognize that plants and animals have different	1. The student will describe the structures that serve different functions in growth, survival and reproduction for plants and animals.					•		٢					•		(Ð			۲	۲									v				•	
U U	Organisms	structures that serve various functions.	2. The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction.					V)								(
FE SCIEN	C.	The student will understand that an organism's patterns of behavior	I. The student will know that organisms interact with one another in various ways besides providing food.	$\overline{\mathbf{O}}$	(3	8		٢								(3				•														
N II	of Life	are related to the nature of its environment.	2. The student will know that changes in a habitat can be beneficial or harmful to an organism.			3	•)						8		(•																	9	
	D. Heredity	The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.	2. The student will identify similarities and differences between parent and offspring.																												۲					

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Min	resota Academi	ic Standards Correlation	Chapter I: Chapter 2: Aquatic Habitats Minnesota Fish								Chap Wate	ter 3: er Stev	wards	hip		Cł Fis	apter h Ma	• 4: nagen	nent	Cha Fish	pter 5 ing Ec	5: Juipm	ent &	Skill	s	Chap1 the Fi	:er 6: S shing	Safety Trip	&					
Minne Le: Le: Le:	esota Science Stan sson <i>introduces</i> this sson <i>partially</i> addresses	a dards: Fourth Grade Benchmark. esses this Benchmark. s this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	4. Water Habitat Site Study	6. From Frozen to Fascinating	I. Fish Sense	2. Fins: Form & Function	3. Fish Families	 Using a rey for fish to Diving Into Diversity 	6.Adapted for Habitat	7. Fish Tales	o. rish in vyinter 9. Fish Bowl	I.The Incredible Journey	2. Function of Aquatic Plants 3. Wonderful Wysterchods	4. Would You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem	7. Plussel Mania I. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	4. Town Meeting E. Eichonion Manazament & You	1. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting ۲ تحملاناسم کارانه ک	 наскніпу іоші тасміє вод Flashy Fish Catchers 	, 6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	 Ce Fishing & Vvinter Satety Planning a Fishing Trip 	4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																					-	\square			+	\vdash	\square	\rightarrow	+	\square	
U N N		The student will understand how	science in our interaction with the natural world.							()									$\mathbf{\Theta}$		06)		J G	Ì						
SCIE	A. Scientific	science is used to investigate	2. The student will discuss the responsible use of science																					•)									
URE OF	Vvorid View	the natural world.	3. The student will recognize the impact of sci- entific and technological activities on the natural world.			•													\odot					•))				•		
ND NAT			I.The student will recognize when comparisons might not be fair because some conditions are not kept the same.	t				•	•													V												
DRY A	B. Scientific Inquiry	The student will participate in a controlled scientific investigation.	2. The student will collect, organize, analyze and present data from a controlled experiment.					•		۲						(3						\mathbf{O}											
I. HISTO			3. The student will recognize that evidence and logic are necessary to support scientific under- standings.					•	•	٢)				•	V				v	۲									1		
YSICAL	A. Structure of	The student will know that heat- ing and cooling may cause changes	I. The student will observe that heating and cool- ing can cause changes in state.				۲									Ð								\square								\square		
SCII	Matter	to the properties of a substance.	2. The student will describe the changes in the properties of a substance when it is heated or cooled.																				Ø											
D SPACE	A. Earth Structure and Processes	The student will investigate the impact humans have on the environment.	I.The student will identify and investigate environ- mental issues and potential solutions.			۲										(6		•		8			S)		(•						V
RTH AN	B.The Water Cycle, Weather and Cli-	The student will recognize that water on Earth cycles and exists	I. The student will describe the water cycle involving the processes of evaporation, condensa- tion, precipitation and collection.													۲	6																	
. EA	mate	in many forms.	2. The student will identify where water exists on earth.													۲	6																	
		The student will know that all organisms are composed of cells,	I. The student will recognize that cells are very small, and that all living things consist of one or more cells.					T																										
Ш	A. Cells	which are the fundamental units of life.	2. The student will recognize that cells need: food, water and air, a way to dispose of waste, and an environment in which they can live.					V																										
SCIEN		The student will know that living	I. The student will classify plants and animals ac- cording to their physical characteristics.			Ć	Ð			((3																	
IV. LIFE	B. Diversity of Organisms	in many ways according to their varied characteristics, structure and behaviors.	2. The student will learn that the characteristics used for grouping depend on the purpose of the grouping.				D			((3			Ð														
	G. Human Organ- ism	The student will know the struc- tures that serve various functions in the human body, including protection from disease.	I.The student will understand that humans have structures that serve functions in growth, survival and reproduction.						٢												Mi	nnesoi	a Di	JR	•)		Sport	Fish I	Restori	ition

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Minn → L → L ③ L	nesota Science Stan esson <i>introduces</i> this esson <i>partially</i> addre esson <i>fully</i> addresses	dards: Fifth Grade Benchmark. esses this Benchmark. s this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	4. Water Habitat Site Study	5. Habitat Hideout 6. From Frozen to Fascinatine	o. rrom rrozen to rascinating	1. FISN Sense 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	6.Adapted for Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl	I. The Incredible Journey	2. Function of Aquatic Plants 3. Wonderful Waterehods	4. Would You Drink This Water?	5. The Lake Game	6. Macroinvertebrate Mayhem	7. Flussel Frania 1. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	4. Town Meeting	 5. FISREFIES 1-14114855111511 α του 1 Freshwater Rods & Reels 	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Eccl Fish With Flias	7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	 Planning a Fishing Trip Discratorial Palate 	5. Eating Fish
	Substrand	Standard	Benchmark	<u> </u>																			_		\perp			\square				Ц			
OF SCIENCE	A. Scientific World View	The student will understand that com- munication is essential to science.	 The student will know that current scientific knowledge and understanding guide scientific investigation. The student will recognize that clear communication of methods, findings and critical review is an essential part of doing science. 																	(+				
ND NATURE	B. Scientific Inquiry	The student will understand the pro- cess of scientific investigations.	I. The student will perform a controlled experiment using a specific step-by-step procedure and present conclusions sup- ported by the evidence.					6	•	•)		•					8	۲				Ø	Ð										•	.)
FORY AN			2. The student will observe that when a science investigation or experiment is repeated, a similar result is expected.						•	6							(6	$ \mathbf{\Theta} $					Ð										6	,)
I. HIST	C. Scientific Enter- prise	The student will recognize that science and technology involve different kinds of work and engage men and women of all backgrounds.	I.The student will describe different kinds of work done in science and technology.								V	٢								(Ð		V)	•									
FH AND E SCI-	A. Earth Structure	The student will explore the struc-	3. The student will describe how waves, wind, water and ice shape and reshape the earth's surface.																																
III. EAR SPAC	and Processes	tures and functions of earth systems.	5. The student will explore the interaction of the lithosphere, atmosphere, biosphere, hydrosphere and space.																																
	E. Biological Popula- tions Change Over	The student will know that biological	1. The student will recognize that indi- viduals of the same species differ in their characteristics and that sometimes the differences give individuals an advantage in surviving and reproducing.							V)																								
SCIENCE	Time		tion of a species occurs when the environ- ment changes and the adaptive characteris- tics of a species are insufficient to allow its survival.																			•													
IV. LIFE S			I. The student will recognize that organ- isms need to stay alive and grow, and that this energy originates from the sun.			3																•												\downarrow	\downarrow
	F. Flow of Matter and Energy	The student will know that matter and energy flow into, out of, and within a biological system.	describe the relationships among produc- ers, consumers, and decomposers in an ecosystem.		•	3																•)				
			3. The student will recognize that organ- isms are growing, dying and decaying, and that their matter is recycled		•																	D													

Min	nesota Academic	Standards Correlations		Cha	pter I	l: Jabita		(Chapt	er 2:	Fich				Ch	apter	- 3:	edebia		C	hapte	r 4:	ant	Cha	pter	5: 	ont 0	CL:II	C	hapte	r 6: Sa	Ifety {	<u>z</u>
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Strand	Substrand	Standard	Benchmark							4 1.7								v 10)									1						<u>'</u>
HISTORY	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	I. Students will compare family life in his or her community from earlier times and today.										V)																			
I. U.S. H	C. Many Peoples and Cultures Meet in the Making of North America	The student will demonstrate know- ledge of the people who settled in North America.	I. Students will understand that large and diverse American Indian nations were the original inhabit- ants of North America.)																			
III. WORLD HISTORY	A. Family Life Today and in the Past	The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	 Students will compare family life in their own communities from earlier times and today. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change. 					(•)																	\square	$\frac{1}{1}$	
ORI- ILLS	A. Concepts of Time	The student will demonstrate chronological thinking.	I. Students will define and use the terms for con- cepts of historical time.											\bigcirc	G					J											\prod		
IV. HIST CAL SK	B. Historical Resources	The student will understand that we can learn about the past from different sorts of evidence.	 Students will compare different kinds of historical sources and describe the different sorts of informa- tion the sources provide. 										v																				
		The student will use directional and positional words to locate and de- scribe people, places and things.	2. Students will use maps and globes to locate places referenced in stories and real life situations.	5			٢																										
OGRAPHY	A. Concept of Location		4. Students will name and use directional words to describe locations of places in the school and com- munity. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.				٢										٢																
K. GE	B. Maps and Globes	The student will use and create maps and globes to locate people, places and things.	1. Students will locate places by using simple maps, and understand that maps are drawings of locations and places from above.																												$\mathbf{\overline{v}}$		
	C. Physical Features and Processes	The student will identify specific landforms and waterways on a map using geographical terms.	2. Students will explain and use introductory geographical terms.																														

Minnesota Academic Standards Correlatio

Min	nesota Academic	Standards Correlations		Char Agu	pter I atic H	: abita	ats	C	hapter	· 2: ota Fis					Chapt Wate	er 3: r Stew	ardshir	 >	C	hapte	r 4: nagem	nent.	Char Fishi	oter 5	5: auipm	ent &	Skills	Ch	apter Fishi	6: Safe	:ty &
Minn L L L L L	Aesota History and S esson <i>introduces</i> this I esson <i>partially</i> address esson <i>fully</i> addresses	ocial Studies Standards K - 3rd Benchmark. ses this Benchmark. this Benchmark.	Grade (continued)	I. Design a Habitat	2. Food Chain Tag 3. Run For Your Life Cycle	3. Null For Four Life Cycle 4. Water Habitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	2. Fins: Form & Function	3. Fish Families	4. Using a rey for Fish ID 5. Diving Into Diversity	6.Adapted for Habitat	7. Fish Tales 8. Fish in Winter	9. Fish Bowl	I. The Incredible Journey	 ruinculori of Aquatic Flames Wonderful Watersheds 	4. Would You Drink This Water? 5. The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania	 Fishing regulations & sportsmanship Fish Surveys 	3.Aquatic Plant Power	4. Iown Meeung 5. Fisheries Management & You	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting 4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	 Making Ice Fishing Jiggle Jucks Safety & Fishing at the Water's Edge 	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip 4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																					1			\square	ᆍ	\square		
			 Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 																			D									
MICS	A. Economic Choices	The student will understand that economic choices are necessary in life.	3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants								1														G)			\square		
IONO			4. Students will give examples of tradeoffs													1	6											T	\square		\square
VI. ECO		The student will understand the	I. Students will distinguish between producers and consumers and between goods and services.																												Ē
	B. Producers and Consumers	relationship between consumers and producers in regard to goods and services.	2. Students will recognize and explain that natu- ral resources, human resources, and human-made resources are used in the production of goods and services.																												
		The student will describe civic values, rights and responsibilities in a	I. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.																G)	
		republic.	ties of people living in a democracy, including the principle of majority rule and minority rights.)									
ENSHIP	A. Civic Values, Skills, Rights and Responsibilities	The student will understand the im-	 Students will explain the importance of participa- tion and cooperation in a classroom and community and explain how people can make a difference in others' lives. 	/																											
D CITIZ		portance of participation in civic life and demonstrate effective civic skills.	2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority	/.																											
ENTAN			4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.																			0									
GOVERNME	B Beliefs and Principles	The student will understand the role of government, rules, and law and	I. Students will give examples of rules in the class- room/school and community, provide reasons for the specific rules, and know the characteristics of good rules.																									T)		
VII.0	of United States Democracy	why we have them.	2. Students will explain that rules and laws apply to everyone and describe consequences for breaking rules or laws.																			V	'					Ð			
		The student will know key symbols, songs and locations that represent our nation and state.	2. Students will recognize symbols that are significan for the state of Minnesota. (The walleye is the state fish)	t							۲																				
	D. Governmental Insti- tutions and Processes of the United States.	The student will know basic func- tions of government.	I. Students will describe examples of specific ser- vices provided by government.																												

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Minn ♀ L ♥ L ♥ L	essota History and Soc esson <i>introduces</i> this Be esson <i>partially</i> addresse esson <i>fully</i> addresses th	ial Studies Standards 4th - 8th Grad nchmark. s this Benchmark. is Benchmark.	e	1. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4. Water Habitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	 1. Fish Sense 2 Finction 	2. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	6.Adapted for Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl	2. Function of Aquatic Plants	3. Wonderful Watersheds	4. Would You Drink This Water? 5. The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania I Fiching Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	4. Town Meeting	5. Fisheries Management & You I Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box 5. Flashv Fish Carchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	1. Safety & Fishing at the Water's Edge 2 Ira Fiching & Winter Safety	3. Planning a Fishing Trip	4. Piscatorial Palate 5. Eating Fish
Strand	Substrand	Standard	Benchmark																											\perp		
I. U.S. HIS-	A. Pre-history through 1607	The student will understand that Ameri- can Indians were the original inhabitants of North America.	I. Students will compare ways of life of Indian Nations from different regions of North America.																													
HISTORY	A. Pre-Contact to 1650	The student will demonstrate knowledge of Minnesota's indigenous peoples.	2. Students will explain the major histori- cal aspects of Dakota and Ojibwe culture, social organization and history, and com- pare and contrast them.										S																			
II. MINNESOTA H	G. Post-World War II to the present	The student will know and understand Minnesota's role in the major social, eco- nomic and political changes, both national and international, in the last half of the 20th century through the present, and analyze the impact of those changes.	4. Students will identify and describe significant land use changes in Minnesota, issues related to land use, and analyze the impact of those changes and issues.		¢															•			(V								
TORICAL	B. Historical Resources	The student will begin to use	I. Students will identify, describe, and extract information from various types of historical sources, both primary and secondary.										۲																			•
SH . SH .			3. Students will investigate the ways histo- rians learn about the past if there are no written records.										۲																			
	C. Physical Features and Processes	The student will use basic terminology describing basic physical and cultural fea- tures of continents studied.	2. Students will describe and locate major physical features in their local community and analyze their impact on the commu- nity.														٢	G														
ЧY	Distant	The student will give examples that dem- onstrate how people are connected to each other and the environment.	2. Students will analyze own the physical environment influences human activities.										۲)								<u>ک</u>)	
EOGRAF	D. Interconnections	The student will describe how humans influence the environment and in turn are influenced by it.	I. Students will recognize changes over time in nearby landscapes, resulting from human occupation.													V		۲)	•												
> 		The student will use maps, globes, geo-	I. Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.																												•	
	E. Essential Skills	sources of information to analyze the natures of places at a variety of scales.	2. Students will make inferences and draw conclusions about the character of places based on analyses and comparison of maps, aerial photos and other images.																												conti	nued

Yim	nesota Academic S	standards Correlations		Chap Aqua	ter I tic H	: abitat	s		Chapte 1innes	er 2: sota F	ish				Cł W	apter ater S	3: Stewar	İship		Ch Fis	apter h Man	4: ageme	ent	Chap Fishir	ter 5 Ig Eq	: Jipme	nt & 3	Skills	Ch: the	apter Fishi	6: Safe ng Trip	ty &
Minn → Le → Le → Le	esota History and Soc esson <i>introduces</i> this Be esson <i>partially</i> addresse esson <i>fully</i> addresses th	tial Studies Standards 4th - 8th Grad nchmark. s this Benchmark. is Benchmark.	e (continued)	I. Design a Habitat	2. Food Chain Tag 3. Run For Your Life Ovcle	3. Nuil Foil Tour Life Oycle 4. Water Habitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	1. Fish Sense 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity 6. Adapted for Habitet	o. Auapteu ioi maulat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl I. The Incredible Iourney	2. Function of Aquatic Plants	3. Wonderful Watersheds	5. The Lake Game	6. Macroinvertebrate Mayhem	1. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power 4.Town Meeting	5. Fisheries Management & You	I. Freshwater Rods & Reels	2. Casting a Closed-face Kod & Keel 3 Don Con Costing	4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies 7 Makina Lee Fishing Linde Sticks	/. Гакилу исе талицу јидие анска 1. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip 4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																													
IOMICS	A. Producers and Consumers	The student will understand the concept of interdependence in relation to produc- ers and consumers.	2. Students will explain that in market economies, individuals earn income by working for firms to produce goods and services, and firms incur costs by hiring individuals and earn revenue by selling goods and services.															٢)									
ECON	B. Economic Choices	The student will understand basic prin- ciples of economic decision-making.	2. Students will apply a decision-making process to make informed choices.																	G		6										
M	C.The Market Economy (Micro Economics)	The student will understand business organizations, market structures, and financial institutions that operate within our economy.	I. Students will identify and compare and contrast various industries and the occupations related to them.															٢														
	A. Civic Values, Skills, Rights and Responsibili- ties	The student will articulate the range of rights and responsibilities in a republic.	2. Students will explain some of the responsibilities of people living in a democracy.																			G										
TENSHIP			 Students will explain the steps neces- sary to become an informed voter and engaged citizen. 																			٢										
	A. Civic Values, Skills, Rights and Responsibili- ties	The student will understand the impor- tance of participation in civic life and demonstrate effective civic skills.	2. Students will explain the meaning of civic life and how all members of a com- munity can be engaged.																	V		۲										
MENTAN			3. Students will identify and research com- munity problems and recommend solu- tions.																	•		S										
II. GOVERNI	B. Beliefs and Prin- ciples of United States Democracy	The student will explain the importance of law in the American constitutional system.	I. Students will explain how law limits both the government and the governed, protects individual rights and promotes the general welfare.																	V												
>	D. Governmental Institu- tions and Processes of the United States	The student will know the functions of Minnesota state and local governments and describe their relationship with the federal government.	3. Students will understand the basic structure and functions of state and local governments.																													

Min	resota Academic S	tandards Correlations		Cha Aqu	pter atic	· I: Habita	ats		Chap Minn	ter 2: esota	Fish				Ch Wa	apter iter S	3: teward	İship		Cha Fish	apter Mai	4: hagen	nent	Cha Fish	pter 5: ing Eqi	uipmer	nt & Sk	cills	Chapte the Fis	er 6: Sa hing Ti	afety 8 rip	&
Minne Le Le Le	esota Language Arts Ser sson <i>introduces</i> this Ber sson <i>partially</i> addresses sson <i>fully</i> addresses this	tandards 3rd Grade Ichmark. this Benchmark. Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Wytor Habitat Star Study	5. Habitat Hideout	6. From Frozen to Fascinating	I. Fish Sense	2. Fins: Form & Function 3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	6.Adapted for Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl I.The Incredible Journey	2. Function of Aquatic Plants	3. Wonderful Watersheds 4. Would You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem 7 Mussel Mania	1. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	 Town Meeting Fisheries Management & You 	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel 3 Pon Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	 Safety & Fishing at the Water's Edge Ire Fishing & Winter Safety 	3. Planning a Fishing Trip	4. Piscatorial Palate c Cotine Eich	5. Eating Fish
Strand	Substrand	Standard	Benchmark																													
uage text.	A.Word Recognition, Analysis and Fluency	The student will apply word recognition strategies to decode unfamiliar multi-syllabic words and will read grade-appropriate text with accuracy and fluency	 The student will read unfamiliar, complex, and multi-syllabic words using advanced phonetic and structural analysis. The student will read aloud narrative and exposi- tory text with fluency, accuracy, and appropriate)													_		_		+	_
English lang	B.Vocabulary Expansion	with accuracy and indency.	pacing, intonation and expression. I.The student will acquire, understand and use new vocabulary through explicit instruction and independent reading.	۲	•	•										•	•			•	Ð	$\mathbf{\Theta}$)	•		•) 🕥	•	•	•	ð
riate			3. The student will use context and word structure		\bigcirc																											
le-appropi			I. The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.																	۲												
tand grad		The student will understand the meaning of texts using a variety of	2. The student will recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading.										•																			
d unders	C. Comprehension	comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.	3. The student will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.										•)				٢		۲												
ad an			4. The student will retell, restate or summarize informa- tion orally, in writing, and through graphic organizers.						•				8																	$\textcircled{\begin{tikzline} \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline \hline$		
vill re			7.The student will follow three-step written directions.)	\bigcirc	(<u>}</u>									
dent			I.The student will read from and listen to American literature, as well as literature from other countries.										G																			
- The stu			2. The student will identify, describe and respond to literary elements of characterization, plot, setting and theme.										•																			
ATURE -		The student will actively engage in the reading process and read,	4. The student will compare and contrast similar works by different authors in the same genre of the same theme.										•)																		
	D. Literature	understand, respond to, analyze, interpret, evaluate and appreciate a	6. The student will identify and determine the mean- ings of similes and metaphors.										8													Π					Τ	
AND		wide variety of fiction, poetic and nonfiction texts.	7.The student will critically read, and examine text to determine author's purpose.										•																	\square	T	
SUING			8. The student will respond to literature using ideas and details from the text to support reactions and make literary connections.										•																			
. .Re			9. The student will read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.										V																			

(continued)

Min	resota Academic S	tandards Correlations		Chap Aqua	oter I: atic Ha	bitats		CI M	haptei inneso	r 2: ota Fi	sh				Cha Wat	oter 3: er Stev	wards	hip		Chap Fish I	ter 4 Mana	: geme	nt	Chapt Fishin	er 5: g Equi	pmen	t & Sl	kills	Chap the F	ter 6 ishing	: Safet g Trip	y &
Minne Le Le Le	esota Language Arts S sson <i>introduces</i> this Ber sson <i>partially</i> addresses sson <i>fully</i> addresses this	tandards 3rd Grade <i>(continued,</i> nchmark. 5 this Benchmark. 5 Benchmark.)	I. Design a Habitat	2. Food Chain Tag 3. Run For Your Life Cycle	4. Water Habitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating 1 Fish Sansa	2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	3. Diving into Diversity 6. Adapted for Habitat	7. Fish Tales	8. risn in Winter 9. Fish Bowl	I. The Incredible Journey	 Eunction of Aquatic Plants Wonderful Watersheds 	4. Would You Drink This Water?	5.The Lake Game	o. Macrolinver tebrate Manem 7. Mussel Mania	I. Fishing Regulations & Sportsmanship	2. Fish Surveys 3. Admatic Plant Bourge	эдчаць глапь гомен 4. Town Meeting	5. Fisheries Management & You	1. Freshwater Rods & Reels	3. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Ecol Fish With Flies	7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety 3. Diaming a Fishing Trin	איוויק איוווווע איוווווע איוווווע איוווווע איוווווע איוווווע איוווווע איוווווע איוווווע איווווווע איוווווע איו 4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																				Ш									Ц
m.) The purposes.	A.Types of Writing	The student will compose various pieces of writing.	 I. The student will write in a variety of modes to express meaning, including: a. descriptive b. narrative c. informative d. friendly letter e. poetic 						۲			•	V																۲			
to the curriculu audiences and	B. Elements of	The student will engage in a writing	I. The student will write a paragraph that includes: a. an indented or block style of paragraph b. a topic sentence c. 3-5 supporting sentences d. a concluding sentence (implied in lessons with writing activities)																													
egrated in variety of	Composition	zation, focus and quality of ideas.	2. The student will use composing processes, including: prewriting, drafting, revising, editing and publishing										•																			
nd inte / for a			3. The student will use verbalization (discussions, interviews, brainstorming) to prepare for writing.										۲																			
areas a ectivel)			I. The student will compose complete sentences when writing.										•	Ŷ)					V												
ontent cate eff		The student will apply standard English conventions when writing.	2. The student will recognize and correct spelling errors when writing.																													
sed across co to communic	C. Spelling, Grammar and Usage	(Use of standard English conven- tions is necessary to help a writer convey meaning to the reader. Spelling, grammar, and usage may	5. Apply grammar conventions correctly in writing, including: a. nouns b. verbs c. adjectives d. pronouns.										V							V												
ould be address ind coherently 1		be taught as a separate unit as well as integrated into teaching writing processes.)	6. Apply punctuation conventions correctly in writ- ing, including: a. periods, question marks, exclamation points b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series.										V							۲												
Nriting sh e clearly a	D. Research	The student will locate and use information in reference materials.	I. The student will use grade-level appropriate reference materials to obtain information from dic- tionaries, glossaries, encyclopedias, and the Internet.			۲							\odot							Q)	
'RITING - (V ent will writ	E. Handwriting and Word Processing	The student will write legibly.	I. The student will write legibly, allowing margins and correct spacing between letters in a word and words in a sentence.																													
II. W stud			3. The student will begin acquiring keyboarding skills.										\bigcirc																		'cont	inued)

Mina	enote Academic S	tandards Correlations	Chapter I: Chapter 2:											hapte	er 3:			(Chapt	er 4:		C	hapte	r 5:			e	Chap	oter 6:	Safet	.y &		
1 / 2020				Aqu	atic H	labita	ts	1	1inne	sota	Fish				<u>v</u>	/ater	Stewa	rdshi	P		ish M	lanage	ement	t F	ishing	Equip	ment	& Skil	ls 1	the F	ishing	Trip	—
Minne Le: Le: Le: Le:	esota Language Arts S sson <i>introduces</i> this Ber sson <i>partially</i> addresses sson <i>fully</i> addresses this	tandards 3rd Grade <i>(continued,</i> nchmark. this Benchmark. s Benchmark.	 I. Design a Habitat I. Design a Habitat Z. Food Chain Tag Z. Food Chain Tag Run For Your Life Cycle A. Water Habitat Site Study S. Habitat Hideout From Frozen to Fascinating I. Fish Sense Z. Fins: Form & Function Fins: Form & Function B. Finst ID S. Diving Into Diversity G. Adapted for Habitat Fish Tales S. Fish Bowl S. Fish Bowl 								. Fish Bowl The Incredition Increase	. Function of Aquatic Plants	Wonderful Watersheds	.Would You Drink This Water? The Lake Game	. Macroinvertebrate Mayhem	. Mussel Mania	. Fishing Regulations & Sportsmanship Fish Surveve	Aquatic Plant Power	. Town Meeting	Fisheries Management & You	. rresnwater Kods & Keels . Casting a Closed-face Rod & Reel	. Pop Can Casting	Tackling Your Tackle Box Electry Eich Conchare	. Fool Fish With Flies	. Making Ice Fishing Jiggle Sticks	. Safety & Fishing at the Water's Edge	lce Fishing & Winter Safety Planning a Fishing Trib	. Piscatorial Palate	. Eating Fish				
Strand	Substrand	Standard	Benchmark		7 7	<u>v 4</u>		9	<u> </u>	i m	4	<u>ں</u>	9 1	00	<u>6</u> -	<u>- 7</u>	m	<u>4</u> n	i vi	7			4	<u>- 1</u>	<u>- 74</u>	m	4 v		7		<u>m 17</u>	4	20
			I. The student will participate in and follow agreed- upon rules for conversation and formal discussions in large and small groups.		•	Ð	۲		3		۲	•	•		۲			3				8		J			3		(8		
			2. The student will demonstrate active listening and comprehension.		•	D	\bigcirc		3	ð			96		()				۲		3						3 6			•) {		
O VIEV	A. Speaking and Listen-	The student will demonstrate understanding and communicate	3. The student will follow multi-step oral direc- tions.		•	D		V				(3			8								C			6						
G ANI	ing	effectively through listening and speaking.	4. The student will give oral presentations to different audiences for different purposes.					()								T				(D 6		(•	G)	
			5. The student will organize and express ideas sequentially or according to major points.		6							\odot	8														3						
G, LIST			6. The student will perform expressive oral readings of prose, poetry or drama.										8							(3								(•			
III. SPEAKIN	B. Media Literacy	The student will critically analyze information found in electronic and print media, and will use a	I. The student will read, print and view pic- tures and video images and identify differences in how information is presented in print and non-print materials.			•))																										
	,	variety of these sources to learn about a topic and represent ideas.	2. The student will use print, pictures, audio and video to express ideas and knowledge gleaned from the sources.			•																											

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USFWS Sport Fish Res.

make

literary connections.

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Minnesota Academic Standards Correlations Chapter I: Chapter 3: Chapter 2: Chapte . Minnesota Fish Fish Ma Aquatic Habitats Water Stewardship Minnesota Language Arts Standards 4th Grade Sportsmanship • Lesson *introduces* this Benchmark. • Lesson *partially* addresses this Benchmark. . Run For Your Life Cycle . Water Habitat Site Study Mayh From Frozen to Fascina 4. Would You Drink This V Using a Key for Fish ID Diving Into Diversity Adapted for Habitat Fish Tales Fish in Winter Fish Bowl S Lesson *fully* addresses this Benchmark. I. The Incredible Journey 2. Fins: Form & Function tions & 2. Function of Aquatic Macroinvertebrate Wonderful Wate Habitat Hideout Gam Mussel Mania Fish Families Fish Sense The Lake 4. Water Substrand Standard Benchmark I. The student will read unfamiliar complex and multisyllabic words using advanced phonetic and structural A.Word The student will decode unfamiliar analysis in grade appropriate text. Recognition, words using phonetic and structural Analysis and analysis and will read with fluency and 2. The student will read aloud narrative and expositext Fluency expressions. \bigcirc tory text with fluency, accuracy, and appropriate pacing, language intonation and expression. The student will use a variety of strate-I. The student will acquire, understand and use new **B.Vocabulary** vocabulary through explicit instruction and indepen-gies to expand reading, listening and Expansion English I dent reading. speaking vocabularies. I. The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and com- \bigcirc understand grade-appropriate prehension. 2. The student will recall and use prior learning and \bigcirc preview text to prepare for reading. 3. The student will generate and answer literal, infer-The student will understand the \bigcirc (\mathbf{r}) ential, interpretive and evaluative questions to demonmeaning of texts, using a variety of strate understanding about what is read. C. Comprehenstrategies and will demonstrate literal, 4. The student will summarize and paraphrase what is sion \bigcirc interpretive and evaluative comprehenread. sion. 6. The students will distinguish fact from opinion, deter- \bigcirc \bigcirc mine cause and effect, and draw conclusions. read and 9. The student will follow multi-step written instruc- \bigcirc tions. I. READING AND LITERATURE - The student will 10. The student will compare and contrast information \bigcirc on the same topic from two sources. I. The student will read and respond to a variety of high quality, traditional, classical and contemporary literary \bigcirc works specific to America as well as significant works from other countries. 2. The student will identify, respond to, and compare and contrast the literary elements of characterization, \bigcirc plot, setting and theme. The student will actively engage in the reading process and read, understand, 4. The student will compare and evaluate similar works \bigcirc respond to, analyze, interpret, evaluate D. Literature by different authors in the same genre or theme. and appreciate a wide variety of fiction 7. The student will identify and determine the meanings \bigcirc poetic and nonfiction texts. of similes and metaphors. 8. The student will critically read, and examine text to \bigcirc determine author's purpose and point of view. 9. The student will respond to literature using ideas and details from the text to support reactions and

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	3. Aquatic Plant Power	4. Town Meeting	5. Fisheries Management & You	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatorial Palate	5. Eating Fish
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Min	nesota Acad	'emic Standards Correlatio	M	Chap Aqua	oter I atic H	: abitat	s	C M	hapter linnesc	· 2: ota Fis	h				Chap Wate	ter 3: r Stew	ardshij)	(F	Chapt Fish M	ter 4: 1anag	gemer	nt F	hapte shing	r 5: Equip	ment a	& Skills	Cł th	napter e Fisł	r 6: Saf ing Tri	ety & P
Minn L L L L L	nesota Languag esson <i>introduce</i> esson <i>partially</i> a esson <i>fully</i> addr	ge Arts Standards 4th Grade (conti of this Benchmark. addresses this Benchmark. resses this Benchmark.	nued)	1. Design a Habitat	2. Food Chain Tag 3. Run For Your Life Cycle	4. Water Habitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	1. rish bense 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID 5. Diving Into Diversity	6.Adapted for Habitat	7. Fish Tales 8 Fish in Winter	9. Fish Bowl	I. The Incredible Journey	 runction of Aquatic Frants Wonderful Watersheds 	4. Would You Drink This Water? 5 The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania	1. Fishing Regulations & Sportsmanship	2. risn surveys 3. Aquatic Plant Power	4. Town Meeting	5. Fisheries Management & You	 I. Freshwater Nous & Need Casting a Closed-face Rod & Reel 	3. Pop Can Casting	4. Tackling Your Tackle Box 5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks I Safetv & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatoriai raiate 5. Eating Fish
	Substrand	Standard	Benchmark																				\square							\square	
The student oses.	A.Types of Writing	The student will compose various pieces of writing.	 I. The student will write in a variety of styles to express meaning, including a. descriptive b. narrative c. informative d. friendly letter e. poetic f. persuasive g. thank you note 						۲				۲															6	٥		
(.m.			I. The student will write topic sentences.																(3		\square									
d into the curriculu of audiences and			2. The student will write a paragraph that includes: a. correct paragraph indentation style b. an introductory paragraph formulating a thesis c. supporting evidence that upholds an overall thesis d. a concluding sentence as a summary (implied in lessons with writing activities)																												
grate	B. Elements of	The student will engage in a writing process, with attention to organization,	3. The student will use composing processes, including: prewriting, drafting, revising, editing and publishing.										•																		
reas and inte tively for a v	Composition	focus and quality of ideas.	4. The student will create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression.			V													(•											
cent al effect			5. The student will use verbalization (discussions, interviews, brainstorming) to prepare for writing.										•						(
ss coni Inicate			6.The student will consider audience in composing texts.										•										i T								
d acros			I.The student will compose complete sentences when writing.										•	۲																	
addresse rently to	B. Spelling,	The student will apply standard English conventions when writing. (Use of standard English conventions is neces- sary to help a writer convey meaning	4. Apply grammar conventions correctly in writing, including: a. nouns b. verbs c. adjectives d. pronouns																												
Vriting should be clearly and cohe	Grammar and Usage	to the reader. Spelling, grammar, and usage may be taught as a separate unit as well as integrated into teaching writ- ing processes.)	5. Apply punctuation conventions correctly in writing, including: a. periods, question marks, exclamation points b. capitalization of proper nouns c. abbreviations d. sentence beginnings e. commas in a series																												
TING - (V will write	D. Research	The student will locate and use infor- mation in reference materials.	I. The student will locate information in various refer- ence materials including dictionaries, online dictionaries glossaries, encyclopedias, and the Internet.	,		۲												T	(Ð										V	
II.WRI ⁻	E. Handwrit- ing and Word Processing	The student will write legibly and use a keyboard.	2. The student will apply basic keyboarding skills.																										(0	ontir	wed)

Min	nesota Acad	emic Standards Correlation	~1	Cha Aqu	pter atic	I: Habita	ats		Chap Minn	oter 2 lesot	2: a Fish				C	hapte /ater	r 3: Stewar	dship		CI Fis	apter h Mar	4: nagemo	ent	Cha Fishi	pter 5 ing Eq	5: Juipmo	ent 8	& Skills	Cł th	napter e Fish	• 6: Saf	ety &
Mini ↓ L ♥ L ♥ L	nesota Languag esson <i>introduces</i> esson <i>partially</i> a esson <i>fully</i> addro	Te Arts Standards 4th Grade <i>(conti</i> this Benchmark. addresses this Benchmark. esses this Benchmark.	inued)	I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	5. Habitat Hideout	6. From Frozen to Fascinating	I. Fish Sense	2. Fins: Form & Function	3. Fish Families 4. Using a Kev for Fish ID	5. Diving Into Diversity	6.Adapted for Habitat 7 Fish Tales	8. Fish in Winter	9. Fish Bowl	2. Function of Aquatic Plants	3. Wonderful Watersheds	 A. WOULD TO UTINK TIMS WALLET? 5. The Lake Game 	6. Macroinvertebrate Mayhem	7. Mussel Mania I Fishing Regulations & Sportsmanshin	2. Fish Surveys	3.Aquatic Plant Power 4 Town Meeting	 Fisheries Management & You 	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting 4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks L. Safetv & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Mscatorial ralate 5. Eating Fish
	Substrand	Standard	Benchmark					\downarrow												_			_								\vdash	_
l effectively oral com-			I.The student will participate in and follow agreed- upon rules for conversation and formal discussions in large and small groups.	•	•	•	۲		•	•	•	•	•		۲		•			8)	•)		۲)		T		•	٢
ik clearly and and evaluate			2.The student will demonstrate active listening and comprehension.	•	•	۲	۲		•	3	•		•		•	•			•)				•) (1		۲	
udent will spea listen to, view	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	3. The student will give oral presentations to different audiences for different purposes.									۲)		•			٠)			۲		۲)		
'ING - The stu s and actively I			4.The student will organize and summarize ideas, using evidence to support opinions or main ideas.					۲				V																				
G AND VIEW and audiences			5.The student will perform expressive oral readings of prose, poetry or drama.										T							T)								T			
G, LISTENIN of purposes	B. Media Lit-	The student will critically analyze in- formation found in electronic and print	I. The student will read print, view pictures and video images and listen to audio files and identify distinctions in how information is presented in print and non-print materials.																													
III. SPEAKIN for a variety	eracy	sources to learn about a topic and represent ideas.	3. The student will use print, pictures, audio and video to express ideas and knowledge gleaned from these sources.																													

Min	nesota Acad	lemic Standards Correlat	ions	Cha Agu	pter atic H	I: Habita	ats		Chap Minne	ter 2: esota l	Fish				Chapt Wate	er 3: • Stew	ardshi	<u> </u>	(F	Chapt Fish M	er 4: Ianage	ment	Ch Fis	apter hing E	5: guipr	nent {	& Skill:	Cł s th	iapter e Fish	6: Saf ing Tri	ety &
Minn La La La	essota Langua esson <i>introduca</i> esson <i>partially</i> esson <i>fully</i> add	ge Arts Standards 5th Grade as this Benchmark. addresses this Benchmark. resses this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Wordd Habitat Site Study	4. Water Habitat Site Study 5. Habitat Hideout	6. From Frozen to Fascinating	I. Fish Sense	2. FINS: Form & FUNCTION 3. Fish Families	4. Using a Key for Fish ID	 Diving into Diversity 6. Adapted for Habitat 	7. Fish Tales	8. Fish in Winter 9. Fish Bowl	1.The Incredible Journey	3. Wonderful Watersheds	4. Would You Drink This Water? 5 The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania	 Fishing Regulations & Sportsmanship Fish Surveys 	3.Aquatic Plant Power	4.Town Meeting	 Fisheries Management & You Freshwater Rods & Reels 	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. lackling Your lackle box 5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks I Saferv & Fishinø at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Fiscatorial ralate 5. Eating Fish
	Substrand	Standard	Benchmark																												
e text.	A. Word Recognition, Analysis, and Fluency	The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.	 The student will read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis. The student will read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression. 										•										_	$\left \right $	+	+		+			
sh language	B.Vocabulary Expansion	The student will use a variety of strat- egies to expand reading, listening and	I. The student will acquire, understand and use new vo- cabulary through explicit instruction as well as independent reading.	()	•	3					۲	V		D	•		۲	J		3						20		9 G	"	•	8
Englis		speaking vocabularies.	4. I he student will analyze word structure and use context clues in order to understand new words.																												
priate			I. The student will read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension.																(9									\square		
appro			2. The student will recall and use prior learning and preview text to prepare for reading.										۲														Ш		Ш		
grade-			4. The student will identify main ideas and supporting details in fiction text.										۲											Ш			Щ		Ш		
erstand	C	The student will understand the mean-	6. The student will generate graphic organizers to enhance comprehension of texts and to describe text structure and organization.																										1	۲	
and und	C. Comprehen- sion	and will demonstrate literal, interpre- tive, inferential and evaluative compre- hension.	7. The student will generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read.										•						(3										۲	
ll read			8. The student will distinguish fact from opinion and provide evidence to support conclusions.										٢														\square				
ent wi			9. The student will determine cause and effect and draw conclusions.					۲																					Ш		
e stud			11. The student will critically read and evaluate text to identify the author's point of view and purpose.										۲											Ш			Ш		Ш		
۲ ۲			13.The student will follow multiple-step written directions.			6	0													G		•									
ATURE			I. The student will read a variety of high quality, traditional, classical and contemporary literary works specific to America, as well as significant works from other countries.										V																		
D LITER		The student will actively engage in the	2. The student will identify and analyze literary elements and devices in works of fiction including characterization, plot, tone and theme and the ways they convey meaning.										•															T	Π		
D AN	D. Literature	reading process and read, understand, respond to, analyze, interpret, evaluate	4. The student will interpret literature by answering questions that ask for analysis and evaluation.									1	•					T							T		\square	T			T
		and appreciate a wide variety of fic- tion, poetic and nonfiction texts.	5. The student will distinguish among various literary genres and subgenres.										V																		
. . R			7. The student will identify and determine the meanings of similes and metaphors.										۲																ЦŢ	\square	
			8. The student will respond to literature using ideas and details from the text to support and make literary connections.										۲							nesota								Spr	rt Fis	ontir b Rost	ned)

Min	nesota Acad	lemic Standards Correlat	ions	Cha Aqu	apter ∣ Jatic H	I: Habita	ats	C M	hapte linnes	r 2: ota Fi	sh				Chap Wate	oter 3 er Ste	: ward:	ship		Ch Fis	apter h Man	4: agem	ent	Cha Fishi	oter 5 ng Eq	5: Juipm	ent &	Skills	Cł s th	1apter e Fish	• 6: Saf ing Tri	ety & P
Minn → L → L ③ L	nesota Langua esson <i>introduca</i> esson <i>partially</i> esson <i>fully</i> add	ge Arts Standards 5th Grade (co es this Benchmark. addresses this Benchmark. resses this Benchmark.	ntinued)	I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Worter Habitat Stra Study	4. vvater nabitat site study 5. Habitat Hideout	6. From Frozen to Fascinating	1. Fish Bense 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID 5. Diving Into Diversity	6. Adapted for Habitat	7. Fish Tales	8. Fish Bowl 9. Fish Bowl	I.The Incredible Journey	2. Function of Aquatic Plants	4. Would You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem	 1. Fishing Regulations & Sportsmanship 	2. Fish Surveys	3.Aquatic Plant Power	4. Iown rieeung 5. Fisheries Management & You	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting 4.Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks I Saferv & Fishinø at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatorial ralate 5. Eating Fish
	Substrand	Standard	Benchmark																													
e student s.	A. Types of Writing	The student will compose various pieces of writing.	I. The student will write in a variety of modes to express meaning, including:a. descriptiveb. narrativec. informatived. friendly lettere. poetryf. persuasiveg. thank you notesh. reports									•	$\mathbf{\mathbf{G}}$																Ð)		
o the curriculum.) The udiences and purpose	B. Elements of Composition	The student will engage in a writing process, with attention to organization, focus and quality of ideas, audience and	 2. The student will create multiple paragraph compositions that include: a. an indented or block style of paragraph b. a topic sentence c. 3-5 supporting sentences d. a concluding sentence (implied in lessons with writing activities) 3. The student will use composing processes, including: provining addition of the provining activities of the provining and publiching. 																													
egrated into ariety of au		a purpose.	 4. The student will create informative reports, including gathering material, formulating ideas based on gathered material, organizing information, and editing for logical progression. 																													
d into or a v			5. The student will consider the intended audience when composing text																													
eas an ively fo			I.The student will compose complete sentences when writing										•	۲						۲												
nt ar ffect			2. The student will edit written documents for correct spelling																													
sed across conter o communicate e	C. Spelling, Grammar and Usage	The student will apply standard English conventions when writing. (Use of standard English conventions is neces- sary to help a writer convey meaning to the reader. Spelling, grammar, and usage may be taught as a separate unit	4. The student will apply grammar conventions correctly in writing, including: a. verb tenseb. prepositional phrasesc. adverbsd. subject and verb agreement with simple subjects e. possessive pronouns and plural possessives																	۲)											
ould be addres d coherently t		as well as integrated into teaching writing processes.)	5. The student will apply punctuation conventions correctly in writing, including:a. apostrophesb. capitalization of proper nounsc. abbreviationsd. sentence beginningse. commasf. quotation marks										V							۲)											
(Writing shc te clearly an	D. Research	The student will locate and use infor- mation in reference materials	I. The student will locate and keep notes on the informa- tion in various reference materials including print and online dictionaries, glossaries, encyclopedias, CD reference materials and the Internet.																	Q												
TING - (will writ			2. The student will formulate research questions and collect relevant information or perform observations that address such questions.												(•														(0	ontir	nued
II.WRI	E. Handwrit- ing and Word Processing	The student will write legibly and demonstrate effective keyboarding skills.	2.The student will apply keyboarding skills.																													

Min	nesota Aca	lemic Standards Correla	tions	Cha Aqu	pter atic	· I: Habi	itats		Cha Minr	pter neso	2: ta Fis	h				Chap Wat	oter 3 er Ste	: wards	hip		Cha Fish	pter 4 Mana	: geme	nt	Chapt Fishing	er 5: g Equi	pmen	t & Sl	kills	Cha the	oter 6 Fishin	: Safet g Trip	:y &
Minr	essota Langua esson <i>introduc</i> a esson <i>partially</i> esson <i>fully</i> add	ge Arts Standards 5th Grade (ce as this Benchmark. addresses this Benchmark. resses this Benchmark.	ontinued)	I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	4. Water Habitat Site Study	 Habitat Hideout From Frozen to Fascinating 	I. Fish Sense	2. Fins: Form & Function	3. Fish Families	 Using a Ney Ior Fish ID Diving Into Diversity 	6.Adapted for Habitat	7. Fish Tales	8. risn in vvinter 9. Fish Bowl	I.The Incredible Journey	2. Function of Aquatic Plants	4. Would You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem 7 Mussel Mania	I. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquauc Flait Fower 4.Town Meeting	5. Fisheries Management & You	1. Freshwater Rods & Reels	3. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Ecol Fish With Flias	o. rooi rish vyith riles 7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety 2. Diamina a Eichina Trin	3. гіанніца атылі і і і і і і і і і і і і і і і і і і	5. Eating Fish
	Substrand	Standard	Benchmark																											П	\square	\Box	\square
' and effectively for e oral communica-			I.The student will participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups.		•	۲	۲) (۲			•	•			۲				۲) (•		۲			۲) 🔊	
vill speak clearly iew and evaluate			2. The student will demonstrate active listening and comprehension.	•	•	۲	C	3 3		•		8		•) ()	•	•			ÐG	•		•		•		•	9	•	۲	36		
'ING - The student v d actively listen to, v tion and media.	A. Speaking and Listening	The student will demonstrate understanding and communicate effectively through listening and speaking.	4. The student will give oral presentations to different audi- ences for different purposes.					۲)							(•				V						•	Ð		۲)	
FNING AND VIEW es and audiences an			5. The student will restate or summarize and organize ideas sequentially, using evidence to support opinions and main ideas.					۲)			۲)																				
III. SPEAKING, LIST a variety of purpos			6.The student will perform expressive oral readings of prose, poetry or drama.											•							V									۲			

Min	nesota Acade	mic Standards Correlati	ons	Ch Aq	napter Juatic	· I: Habi	itats		Cha Minr	pter 2 nesot	2: a Fish	1				Chap Wat	oter 3 er Ste	: wards	hip		Chap Fish	pter 4 Mana	: gemer	nt I	Chapt Fishing	er 5: g Equi	pmen	t & Sl	kills	Chapte the Fis	er 6: S hing T	afety rip	/ &
Minn Le Le Le	esota Math Sta esson <i>introduces</i> esson <i>partially</i> ac esson <i>fully</i> addre	ndards 3rd Grade this Benchmark. ddresses this Benchmark. esses this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	4. Water Habitat Site Study	 Aabitat Hideout From Frozen to Fascinating 	I. Fish Sense	2. Fins: Form & Function	3. Fish Families 4. Using a Key for Fish ID	5. Diving Into Diversity	6. Adapted for Habitat	7. Fish Tales 8. Eich in Winton	o. risii in vyiiiter 9. Fish Bowl	I.The Incredible Journey	 Eunction of Aquatic Plants Wonderful Watersheds 	4. Would You Drink This Water?	5.The Lake Game 6 Macroinvertehrate Mavhem	0. Mussel Mania 7. Mussel Mania	I. Fishing Regulations & Sportsmanship	2. Fish Surveys	4. Town Meeting	5. Fisheries Management & You	l. Freshwater Rods & Reels ۲ المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعطية المعط	2. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Ecol Fish With Flies	7. Making Ice Fishing Jiggle Sticks	 Safety & Fishing at the Water's Edge I re Fishing & Winter Safety 	3. Planning a Fishing Trip	4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																												\square	\square	
			I.The student will communicate, reason and represent situations mathematically.											6								8											
DNIN		Apply skills of mathematical representation, communication and	2. The student will solve problems by distinguishing rel- evant from irrelevant information, sequencing and priori- tizing information and breaking multi-step problems into simpler parts.																														
L REASO		ing four content standards. Note about assessment of this standard: The Mathematical Reasoning	3. The student will evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.																		(v											
EMATICA		standards will primarily be assessed within the context of the standards in the remaining four content strands. The depth of mathemati	4. The student will know when it is appropriate to esti- mate and when an exact answer with whole numbers, fractions or decimals is needed.																		(v											
І. МАТНІ		cal reasoning will increase as the skill level in the four other strands increases.	5. The student will express a written problem in suitable mathematical language, solve the problem and interpret the result in the original context.																		(
			6. The student will support mathematical results using pictures, numbers and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.	1																	(V											
SNO			I. The student will read, write with numerals, compare and order whole numbers to 9.999.	ł																													
DPERATIO	A. Number	Represent whole numbers in vari- ous ways to quantify information and to solve real-world and math-	2. The student will represent up to 4-digit whole numbers in various ways maintaining equivalence, such as $3206 = (32 \times 100) + 6$ or $3206 = 3200 + 6$																														
N AND	Sense	ematical problems. Understand the concept of decimals and common fractions.	3. The student will know how fractions are related to the whole, such as four-fourths equal a whole or three fourths equal three of four equal parts of a whole.	s														٢															
TATIO			4. The student will represent and write fractions with pictures, models and numbers.																														
COMPU		Compute fluently and make	I. The student will use addition of up to three whole number addends, containing up to four digits each in real- world and mathematical problems.																														
ENSE,	B. Computation	numbers in real-world and math- ematical problems. Understand	2. The student will use subtraction with up to three digit whole numbers in real-world and mathematical problems.																														
UMBER S	and Operation	addition and subtraction and how they relate to one another. Under- stand the concepts of multiplication and division	4. Demonstrate mastery of basic addition facts for addends0 through 9, without a calculator.																														
Z .≓			6. The student will demonstrate an understanding of the multiplication facts through 10 using concrete models.												•							I								6	conti	inue	ed)

Min	esota Acade	mic Standards Correlati	pm1	Cha	pter	1:		(Chapt	er 2:					Chapt	er 3:			Ch	apter 4	:	Contraction (1998)	Chapte	er 5:			CI	napter	r 6: Saf	ety &
				Aqua	atic F	-labita	ats		Minne	sota F	ish				Water	• Stewa	ardship		Fish	n Mana	gemen	it	ishing	Equipr	nent a	& Skills	s th	e Fishi	ing Iri	P
Minne Le Le Le	esota Math Star sson <i>introduces</i> t sson <i>partially</i> ac sson <i>fully</i> addre	ndards 3rd Grade <i>(continued)</i> chis Benchmark. ldresses this Benchmark. sses this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Mater Hebitet Site Study	4. vvater Habitat site study 5. Habitat Hideout	6. From Frozen to Fascinating	l. Fish Sense 2 Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	6. Adapted for Habitat	7. Fish Tales 3. Fish in Winter	9. Fish Bowl	ו.The Incredible Journey Eurotion of Aniatic Plants	3. Wonderful Watersheds	4. Would You Drink This Water? 5. The Lake Game	o. The Lave Game 6. Macroinvertebrate Mayhem	7. Mussel Mania I. Fishing Regulations & Sportsmanship	2. Fish Surveys	а. Аquatuc т капе томен 4. Town Meeting	5. Fisheries Management & You	l. Freshwater Rods & Reels 2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box 5. Flashv Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks 1. Seferv & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatorial Palate 5. Eating Fish
Strand	Substrand	Standard	Benchmark																									\square		
TA ANALYSIS, CS AND PROB-	A. Data and Statistics	Represent and interpret data in real-world and mathematical problems	1. The student will read and interpret data from circle graphs using halves, thirds and quarters.)									
IV. DAT STATISTI			2. The student will collect data using observations or surveys and represent the data with pictographs and line plots with appropriate title and key.										8							V										
EOM- JRE-			I. The student will select an appropriate tool and identify the appropriate unit to measure time, length, weight and					V														\bigcirc								
ENSE, G MEASU	C Moosuromont	Measure and calculate length, time, weight, temperature and money	4. The student will tell time to the minute using digital and analog time.)									
TIAL SE Y AND	C. Measurement	solve real-world and mathematical problems.	5. The student will determine elapsed time to the minute.)									
V. SPA ⁻ ETR			6. The student will make change using as few coins as pos- sible up to a dollar.																					(\square		

Min	nesota Academ	ic Standards Correlation	1	Cha Aqu	pter atic H	l: Habita	ats		Chapt Minne	er 2: sota l	ish				Ch Wa	apter iter St	3: eward	ship		Ch Fisl	apter h Man	4: agem	ent	Char Fishi	oter 5 ng Equ	: uipme	nt &	Skills	Ch: the	ıpter 6 Fishin): Safet g Trip	ty &
Minn La La La	esota Math Stand esson <i>introduces</i> thi esson <i>partially</i> addresse	ards 3rd Grade s Benchmark. resses this Benchmark. s this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4 Water Hahitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	1. Fish Sense 2 Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity 6 Adanted for Habitat	7. Fish Tales	8. Fish in Winter	9. FISH BOWI I.The Incredible Journey	2. Function of Aquatic Plants	3.Wonderful Watersheds 4.Would You Drink This Water?	5.The Lake Game	6. Macroinvertebrate Mayhem 7 Mussel Mania	/. Mussel Mania I. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	 Town Freeding Fisheries Management & You 	I. Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel 3 Pon Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies 7 Making Ice Fishing Iggla Sricks	1. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Pianning a risning irip 4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																													
			I. The student will communicate, reason and repre- sent situations mathematically.					٢						•								J										
5 NIZ		Apply skills of mathematical rep-	2. The student will solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step prob- lems into simpler parts.																			•										
REASON		reasoning throughout the remaining four content standards. Note about assessment of this standard:The	3. The student will evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.											٢							V											
1ATICAL		Mathematical Reasoning standards will primarily be assessed within the context of the standards in the	4. The student will know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.																		V											
MATHEN		depth of mathematical reasoning will increase as the skill level in the four other strands increases.	5. The student will express a written problem in suit- able mathematical language, solve the problem and interpret the result in the original context.																													
			6. The student will support mathematical results using pictures, numbers and words to explain why the steps in																													
			a solution are valid and why a particular solution method is appropriate.																													
DMPUTATION FIONS	A. Number Sense	Represent whole numbers in vari- ous ways to quantify information and to solve real-world and math- ematical problems. Understand the concept of decimals and common fractions.	I.The student will read and write whole numbers to 100,000, in numerals and words.																													
SENSE, C() OPERAT		Compute fluently and make reason- able estimates with whole numbers	I. The student will use addition and subtraction of multi-digit whole numbers to solve multi-step real- world and mathematical problems.																							٢						
1BER (B. Computation and Operation	in real-world and mathematical problems. Understand the meanings	2. The student will add up to three whole numbers containing up to three digits each, without a calculator												3																	
II. NU		of arithmetic operations and how they relate to one another.	4. The student will demonstrate mastery of multipli- cation facts for the numbers 0-10, without a calcula- tor.																										۲			

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Min	resota Academ	ic Standards Correlation	1	Char Aqua	pter atic H	I: Habit	ats		Chapt Minne	er 2: sota l	Fish				Cł W	napter ⁄ater S	- 3: Stewa	dship		Ch Fis	apter h Man	4: agem	ent	Chapt Fishing	er 5: g Equip	ment	& Skil	C Is tł	hapte ne Fis'	r 6: Sa hing Ti	afety rip	&
Minne Le Le Le	esota Math Stand sson <i>introduces</i> this sson <i>partially</i> addr sson <i>fully</i> addresse	ards 3rd Grade <i>(continued)</i> s Benchmark. esses this Benchmark. s this Benchmark.		1. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	4. water Habitat Site Study 5. Habitat Hideout	6. From Frozen to Fascinating	I. Fish Sense 2 Eine: Earm & Eination	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	o. Adapted for Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl I. The Incredible lourney	2. Function of Aquatic Plants	3. Wonderful Watersheds	4. VYOUID TOU UTINK I NIS VYATER? 5. The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania 1. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	5. Fisheries Management & You	l. Freshwater Rods & Reels 2 Casting a Closed-fare Bod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box	o. riasny rish Catchers 6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks	1. Satety & risning at the visuer of Luge 2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark				_	$\left \right $										_		_			_			_			_	\square	+	
III. PATTERNS, FUNC- TIONS AND ALGEBRA	A. Patterns and Functions	Understand and describe patterns in tables and graphs.	1.The student will examine and describe patterns in tables and graphs.											۲																		
and prob-	A. Data and	Represent and interpret data in real-	I.The student will collect data using observations or surveys and represent the data with tables and graphs with labeling.					V						۲								Ð										
IV. DATA / STATISTICS.	Statistics	world and mathematical problems.	2.The student will use mathematical language to describe a set of data.					V													•	•										
V. SPATIAL SENSE, GEOM- ETRY AND MEASURE-	C. Measurement	Measure and calculate length and area using appropriate tools and units to solve real-world and math- ematical problems. Make change with money.	3.The student will make change using as few coins and bills as possible up to \$20.																						(

Min	resota Academ	ic Standards Correlation	м	Cha Aqu	pter atic H	I: Habita	ats		Chapte Minne	er 2: sota F	ish				V	Chapte Vater	er 3: Stewa	rdship)	C Fi	hapte ish Ma	er 4: anage	ement	t <mark>F</mark>	.hapte ishing	er 5: Equir	oment	: & SI	kills	Cha the	pter 6: Fishing	Safet Trip	:y &
Minne Le Le Le	esota Math Stand sson <i>introduces</i> thi sson <i>partially</i> add sson <i>fully</i> addresse	lards 4th Grade is Benchmark. resses this Benchmark. es this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3.Run For Your Life Cycle 4 Wyster Hahitat Site Study	5. Habitat Hideout	6. From Frozen to Fascinating	1. Fish Sense 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity 6. Adapted for Habirat	o.Auapteu ior Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl	 I. The Incredible Journey Eunction of Aquatic Plants 	3. Wonderful Watersheds	4. Would You Drink This Water? 5. The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania	 Lishing Regulations & sportsmanship Fish Surveys 	3.Aquatic Plant Power	4.Town Meeting	5. Fisheries Management & You	I. Freshwater Кодѕ & кееіs 2. Casting a Closed-face Rod & Reel	3. Pop Can Casting	4. Tackling Your Tackle Box	5. Flashy Fish Catchers 6. Ecol Eich Mitch Elice	o. roor rish vruh riles 7. Making Ice Fishing Jiggle Sticks	I. Safety & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety 3 Planning a Fishing Trip	4. Piscatorial Palate	5. Eating Fish
Strand	Substrand	Standard	Benchmark																											\Box	\Box	\Box	
			I.The student will communicate, reason and repre- sent situations mathematically.					٢						۲							•												
BNIN		Apply skills of mathematical rep-	2. The student will solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step prob- lems into simpler parts.																		V												
REASON		reasoning throughout the remaining four content standards. Note about assessment of this standard:The	3. The student will evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.											٢							S)											
1ATICAL		Mathematical Reasoning standards will primarily be assessed within the context of the standards in the	4. The student will know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.																		S)											
MATHEN		depth of mathematical reasoning will increase as the skill level in the four other strands increases.	5. The student will express a written problem in suit- able mathematical language, solve the problem and interpret the result in the original context.																		S)											
			6. The student will support mathematical results using pictures, numbers and words to explain why the steps in																														
			a solution are valid and why a particular solution method is appropriate.																		U	,											
OMPUTATION FIONS	A. Number Sense	Represent whole numbers in vari- ous ways to quantify information and to solve real-world and math- ematical problems. Understand the concept of decimals and common fractions.	I.The student will read and write whole numbers to 100,000, in numerals and words.																														
SENSE, CC		Compute fluently and make reason- able estimates with whole numbers	I. The student will use addition and subtraction of multi-digit whole numbers to solve multi-step real- world and mathematical problems.																											٢			
MBER (B. Computation and Operation	in real-world and mathematical problems. Understand the meanings	2. The student will add up to three whole numbers containing up to three digits each, without a calculator	r.											۲																		
UU.II		they relate to one another.	4. The student will demonstrate mastery of multipli- cation facts for the numbers 0-10, without a calcula- tor.																											٢			

Min	erota Academ	ic Standards Correlation	м	Cha	pter	1:			Chap	oter 2:	:				С	hapte	r 3:			Cł	naptei	r 4 :		Chap	oter 5	5:			Cł	apter	- 6: Sa	ety &
1) 0 0 0 0				Aqu	atic I	Habit	ats		Minn	iesota	Fish				M	/ater S	Stewa I I	<u>dship</u>		Fis	sh Ma	nagen	nent	Fishi	ng Eq	uipme	ent &	Skills	the	≟ Fishi	ing Tri	P
Minne Les Les	esota Math Stand sson <i>introduces</i> thi sson <i>partially</i> addresse	ards 4th Grade s Benchmark. resses this Benchmark. rs this Benchmark.		I. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle	 vvater habitat site study Habitat Hideout 	6. From Frozen to Fascinating	I. Fish Sense	2. Fins: Form & Function 3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	6.Adapted for Habitat 7. Fish Tales	8. Fish in Winter	9. Fish Bowl I The Incredible Lemmar	2. Function of Aquatic Plants	3. Wonderful Watersheds	4. vvould fou Drink Inis vvater? 5. The Lake Game	6. Macroinvertebrate Mayhem	7. Mussel Mania 1. Fishing Regulations & Sportsmanship	2. Fish Surveys	3.Aquatic Plant Power	4. Town Meeting 5. Fisheries Manasement & You	l . Freshwater Rods & Reels	2. Casting a Closed-face Rod & Reel	3. Pop Can Casting 4. Tackling Your Tackle Box	5. Flashy Fish Catchers	6. Fool Fish With Flies	 Making Ice Fishing Jiggle Sticks Safetv & Fishing at the Water's Edge 	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip	4. Piscatoriai raiate 5. Eating Fish
Strand	Substrand	Standard	Benchmark											$\downarrow \downarrow$														\square		\square	\vdash	\perp
III. PATTERNS, FUNC- TIONS AND ALGEBRA	A. Patterns and Functions	Understand and describe patterns in tables and graphs.	I. The student will examine and describe patterns in tables and graphs.											۲																		
and Prob-	A. Data and	Represent and interpret data in real-	I. The student will collect data using observations or surveys and represent the data with tables and graphs with labeling.					V						۲							۲	V										
IV. DATA / STATISTICS.	Statistics	world and mathematical problems.	2.The student will use mathematical language to describe a set of data.					V						۲							•	۲										
V. SPATIAL SENSE, GEOM- ETRY AND MEASURE-	C. Measurement	Measure and calcualte length and area using appropriate tools and units to solve real-world and math- ematical problems. Make change with money.	3.The student will make change using as few coins and bills as possible up to \$20.																							$\mathbf{\mathbf{\hat{v}}}$)					

Min	nesota Academ	ic Standards Correlation	1	Chap Aqua	oter∣ atic⊢	I: Habita	ats		Chapt Minne	er 2: sota	Fish				V	hapte Vater	r 3: Stewa	rdship		C Fi:	napter sh Mai	4: nagem	ent	Chap Fishi	oter 5 ng Eq	: uipme	ent &	Skills		apter e Fishi	6: Safe	ety &
Minne Le Le Le	esota Math Stand esson <i>introduces</i> thi esson <i>partially</i> addresse	ards 5th Grade s Benchmark. resses this Benchmark. rs this Benchmark.		. Design a Habitat	2. Food Chain Tag	3. Run For Your Life Cycle 4. Water Habitat Site Study	6. Habitat Hideout	6. From Frozen to Fascinating	. Fish Sense D. Eine: Form & Euncrion	3. Fish Families	4. Using a Key for Fish ID	5. Diving Into Diversity	Adapted for Habitat לדיות ביותר אומים אומים איז אומים איז אומים איז אומים איז אומים איז אומים איז איז איז איז א דיביא דאומים	. Fish in Winter	9. Fish Bowl	. I ne increatiole journey 2. Function of Aquatic Plants	3. Wonderful Watersheds	4. Would You Drink This Water? 5. The Lake Game	ó. Macroinvertebrate Mayhem	7. Mussel Mania Eichine Regulations & Snortsmanshin	l. Fish Surveys	3. Aquatic Plant Power	r. Iowii i Teeung S. Fisheries Management & You	. Freshwater Rods & Reels	. Casting a Closed-face Rod & Reel کیمیں احمد اسم	o. r op Can Casurig 4. Tackling Your Tackle Box	5. Flashy Fish Catchers	5. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks Safetv & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	3. Planning a Fishing Trip • Discontanial Palata	r. Fiscatoriai raiate 5. Eating Fish
Strand	Substrand	Standard	Benchmark									_,																				<u> </u>
			 I. The student will communicate, reason and represent situations mathematically. 2. The student will solve problems by distinguishing relevant from irrelevant information, sequencing and prioritizing information and breaking multi-step prob- 					•						•							•											
ASONING		Apply skills of mathematical rep- resentation, communication and reasoning throughout the remaining	lems into simpler parts. 3. The student will evaluate the reasonableness of the solution by considering appropriate estimates and the context of the original problem.											٢							$\mathbf{\overline{v}}$									$\left \right $		
ICAL RE/		assessment of this standard: The Mathematical Reasoning standards will primarily be assessed within	4. The student will know when it is appropriate to estimate and when an exact answer with whole numbers, fractions or decimals is needed.																		Q											
АТНЕМАТ		the context of the standards in the remaining four content strands. The depth of mathematical reasoning will increase as the skill level in the	5. The student will express a written problem in suit- able mathematical language, solve the problem and interpret the result in the original context.																		\bigcirc											
I. MA		four other strands increases.	6. The student will support mathematical results using pictures, numbers and words to explain why the steps in a solution are valid and why a particular solution method is appropriate.																		۲											
			7. The student will organize, record and communicate math ideas coherently and clearly.											•																		

Minnesota Academic Standards Correlations			Chapter I: Aquatic Habitats			C M	Chapter 2: Minnesota Fish						Chapter 3: Water Stewardship					Chapter 4: Chapter 5: Fish Management Fishing Equipment					Chapter 6: Safety & & Skills the Fishing Trip								
 Minnesota Math Standards 5th Grade (continued) Lesson introduces this Benchmark. Lesson partially addresses this Benchmark. Lesson fully addresses this Benchmark. 		1. Design a Habitat	2. Food Chain Tag	 Run For Your Life Cycle Water Habitat Site Study 	5. Habitat Hideout	6. From Frozen to Fascinating	1. Fisit Belise 2. Fins: Form & Function	3. Fish Families	4. Using a Key for Fish ID 5. Diving Into Diversity	J. DIVING INCO DIVERSILY 6. Adapted for Habitat	7. Fish Tales	8. Fish in Winter 9. Fish Bowl	I.The Incredible Journey	2. Function of Aquatic Plants 3 Wonderful Warersheds	4. Would You Drink This Water?	5.The Lake Game 6. Macroinvertebrate Mavhem	7. Mussel Mania	1. Fishing Regulations & Sportsmanship	2. Fish Surveys 3. Aquatic Plant Power	4. Town Meeting	5. Fisheries Management & You	 I. Freshwater Rods & Reels 2. Casting a Closed-face Rod & Reel 	3. Pop Can Casting	4. Tackling Your Tackle Box 5. Flashy Fish Catchers	6. Fool Fish With Flies	7. Making Ice Fishing Jiggle Sticks I. Safetv & Fishing at the Water's Edge	2. Ice Fishing & Winter Safety	 Planning a Fishing Trip Piscatorial Palate 	T. FISLALUTIAL FARME		
Strand	Substrand	Standard	Benchmark		+	_	+		+		+		$\left \cdot \right $		┼┼		+	+	+	\rightarrow	_	++	⊢ +	+-	$\left \cdot \right $		╂─┼╴	+-	+	+	╋
II. NUMBER SENSE, COMPUTATION AND OPERA TIONS	A. Number Sense	whole numbers in a variety of ways, to quantify information and to solve real-world and mathematical problems. Understand the concept of negative numbers.	4. The student will use a variety of estimation strate- gies such as rounding, truncation, over-and underesti- mation and decide when an estimated solution is appropriate.																	(
	B. Computation and Operation	Compute fluently and make rea- sonable estimates with fractions, decimals, and whole numbers, in real-world and mathematical prob- lems. Understand the meanings of arithmetic operations and how they relate to one another.	I. The student will use addition, subtraction, multipli- cation and division of nulti-digit whole numbers to solve multi-step, real-world and mathematical prob- lems.																	(Ð							G)		
			2.Add and subtact numbers with up to two decimal places in real-world or mathematical problems.																												
			4. The student will multiply, without a calculator, a two-digit whole number or decimal by a two-digit whole number or decimal, such as 3.2 x 3.4																		Ð							G			
			5. The student will multiply, without a calculator, a three-digit whole number of decimal by a one-digit whole number or decimal such as 3.51 divided by 3.																		Ð										
III. PATTERNS, FUNCTIONS	A. Patterns and Functions	Understand and describe patterns in numbers, shapes, tables and graphs.	I. The student will identify patterns in numbers, shapes, tables and graphs and explain how to extend those patterns.											3																	
	B.Algebra (Alge- braic Thinking)	Prepresent mathematical relation- ships using equations.	I.The student will evaluate numeric expressions in real-world and mathematical problems.																		Ð										
IV. DATA ANALYSIS, STATISTICS AND PROB-	A. Data and Statistics	Represent data and use various measures associated with data to draw conclusions.	I. The student will determine whether or not a given graph matches a given data set.											Ð																	
			2. The student will use fractions and percentages to compare data sets.																	(3	\prod							\square		T
			3. The student will collect data using measurements, surveys or experiments and represent the data with tables and graphs with labeling.				(V						Ð						6	38)									
			4. The student will find mean, mode, median, and range of a data set.																	¢	3										