# Academic Standards Connected to Outdoor Recreation School Curriculum

## *Kindergarten*

| SUB | Kindergarten standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Winter Adaptations | Maple Syrup | Slackline & Obstacle Course | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Progress toward functional motor skills | | | • | | • | • | • | | • | • | • | • | • | • |
| | 1.2 Progress toward manipulative skills | • | | • | • | • | • | | | • | | | | | • |
| | 1.4 Progress toward balancing | | | | | | • | | | • | | | | | |
| | 2.1 Movement patterns | | | | | • | • | • | | | • | • | • | • | • |
| | 2.2 Movement vocabulary | | | | | • | • | • | | • | • | • | • | • | • |
| | 2.3 Concept to performance | | | | | • | • | • | | • | • | • | • | • | • |
| | 2.4 Parts of body | | | | | • | • | • | | • | • | | | | • |
| | 3.1 Moderate to vigorous physical activity | | | | | • | • | | | | | • | | | • |
| | 3.2 Some physical exertion | | | • | | • | • | • | | • | • | • | • | • | • |
| | 3.3 Physcial activity that's good for health | | | • | • | • | • | | • | • | • | • | • | • | • |
| | 4.1 Short sustained physical activity | | | | | • | • | • | | | | • | | | • |
| | 5.1 Rules & procedures | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Respect for property, people & equipment | • | • | • | • | • | • | | • | • | • | • | • | • | • |
| | 6.1 New activities | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Participates in a variety of activities | | • | • | • | • | • | • | • | • | • | | | • | • |
| | 6.3 Positive feelings w/ activity | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Play w/ others who may be different | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 0.1.1.2.1 Descriptions of observations | • | • | • | • | | | • | • | | • | • | | • | |
| | 0.1.2.1.1 Comparing natural & human made | • | | | | | | | • | | • | | | | |
| | 0.2.1.1.1 Sorting & reasoning | • | | | • | | | | | | • | • | | • | |
| | 0.3.2.2.1 Monitoring weather | | | | • | | | • | • | | | • | | • | |
| | 0.3.2.2.2 Sun's heat & light | • | | | • | | | | • | | | • | | • | |
| | 0.4.1.1.1 Comparing plants & animals | • | | | • | | | | • | | • | • | • | • | |
| | 0.4.1.1.2 External parts of organisms | • | | | • | | | | • | | • | • | • | • | |
| | 0.4.1.1.3 Comparing living & non-living | • | | | | | | | • | | | • | | | |
| | 0.4.2.1.1 Components in a system | • | | | • | | | | • | | • | • | | • | |
| SS | 0.4.1.1.1. Historical chronological narratives | | | | | | | | | | | | | | • |
| | 0.4.2.4.1 Comparecontrast traditions | | | | | | | | | | | | | | • |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *1st Grade*

| SUB | 1st grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Winter Adaptations | Maple Syrup | Slackline & Obstacle Course | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Functional motor skills | | | • | | • | • | • | | • | • | • | | • | • |
| | 1.3 Functional manipulative skills | | | | | • | • | | | • | | | | | • |
| | 1.4 Travel in relationship to objects | | | | | • | • | • | | • | • | • | | | |
| | 2.1 Increase movement vocabulary | • | | • | | • | • | • | | • | • | • | • | • | • |
| | 2.2 Identify functions of muscles | | | | | | | • | | • | | | | | • |
| | 2.3 Apply movement concept to performance | | | | | • | • | • | | • | • | • | • | | • |
| | 3.2 Stretching & health-related fitness | | | | | • | • | • | | • | | | | | |
| | 3.3 Engage in moderate to vigorous activity | | | | | • | • | | | • | | • | | • | • |
| | 4.2 Sustained moderate to vigorous activity | | | | | • | • | | | | | • | | | |
| | 5.1 Rules & procedures | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Shares space & equipment | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.3 Uses equipment safely & responsibly | • | | • | • | • | • | | • | • | | | | • | • |
| | 5.4 Stop when given signal | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.1 Positive interaction w/ others | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Opportunities to be physically active | | • | • | • | • | • | | • | • | • | • | • | • | • |
| | 6.3 Positive feelings w/ activity | | • | • | • | • | • | • | | • | • | • | • | • | • |
| | 6.4 Play w/ others | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 1.1.1.1.1 Observations for questions | • | | | • | | | • | • | | • | • | | • | |
| | 1.1.1.1.2 Description & comparisons | • | | | | | | • | | | • | | | • | |
| | 1.1.3.1.1 Parts in natural things | • | | | | | | | • | | | | | • | |
| | 1.1.3.2.1 Tools for solving problems | • | | • | • | • | | | • | | | | | | • |
| | 1.3.1.3.1 Classify rocks (color, shape, size) | | | | | | | | | | | | | | |
| | 1.3.1.3.3 Objects from Earth materials | | | | | | | | | | | | | | |
| | 1.4.1.1.1 Characteristics & behaviors | • | | | • | | | • | | | • | • | • | • | |
| | 1.4.2.1.1 Animal needs | • | | | • | | | • | | | | | • | • | |
| | 1.4.2.1.2 Habitat & needs | • | | | • | | | • | | | | | • | • | |
| | 1.4.3.1.1 Animal life cycle | • | | | | | | | | | | | | • | |
| | 1.4.3.1.2 Life cycles for offspring | • | | | | | | | | | | | | • | |
| SS | 1.4.2.4.1 Compare & contrast families w/ earlier times | | | | | | | | | | | | | | • |
| | 1.4.2.4.2 Compare & contrast technologies | | | | | | | | | | | | | | • |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *2nd Grade*

| SUB | 2nd grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Winter Adaptations | Maple Syrup | Tracks & Animals Signs | Slackline & Obstacle Course | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Logrolling | Winter Shelters | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Chasing, fleeing, dodging | | | | | • | • | | | | | | • | • | • | | | | | | | | | | | | | | • | • |
| | 1.2 Mature form of motor skills | | | | | | • | | | • | | | | • | • | | | | | | | | • | | | | | • | • | • |
| | 1.3 Mature form of manipulative skills | | | | | • | | | | • | | | | | • | • | • | • | • | • | | | • | | • | | | | • | • |
| | 1.4 Rhythmical patterns | | | | | | • | | | | | | | | • | | | | | | | | | | | | | | | |
| | 2.1 Simple movement pattern combinations | | | | | | • | | | • | | | | | • | | | | | | | | • | | | | | | | |
| | 2.2 Movement concepts | | | | | • | • | | | • | | | | • | • | • | • | | | | | | • | | • | | | • | • | • |
| | 2.3 Cues to improve performance | | | | | • | • | | | • | | | | • | • | • | • | | | | | | • | | • | | | • | • | • |
| | 2.4 Feedback to improve performance | | | | | • | • | | | • | | | | • | • | • | • | | | | | | • | | • | | | • | • | • |
| | 3.1 Express pleasure from participation | | | • | • | • | • | | | • | | • | | • | • | • | • | | | | | | • | • | • | • | • | • | • | • |
| | 3.2 Moderate to vigorous activity | | | | | • | • | | | • | | • | | | • | | | | | | | | • | | • | • | • | • | • | • |
| | 4.1 Sustained physical activity | | | | | • | • | | | | | | | | | | | | | | | | | | | | | | | • |
| | 4.4 Health-related fitness | | | | | • | • | | | • | | • | | | | • | | | | | | | • | | • | • | • | • | • | • |
| | 5.1 Rules, procedures & safety | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • |
| | 5.2 Cooperates w/ partner or group | | • | • | • | | • | | • | • | | | | • | • | • | • | | | | | | • | • | • | • | • | | • | |
| | 5.3 Conflict resolution | | | | | | • | | | • | | | | | • | • | | | | | | | • | | | | | | • | |
| | 6.2 Try new skills & games | | | | | • | • | | | • | | | | | | • | | | | | | | • | | • | • | • | • | • | • |
| | 6.3 Enjoy interaction w/ friends | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • |
| | 6.4 Play w/ others who may be different | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • |
| SCI | 2.1.1.2.1 Questions to observations | • | | | | | | • | • | | • | • | • | • | | | | | | | | | | | | | | | | |
| | 2.1.2.2.1 Objects to meet needs | | | • | | | • | • | | | | | | | | | | | | • | | | | | | | | | | |
| | 2.1.2.2.2 Materials for certain uses | | | • | | • | • | | • | | | | | | • | • | • | • | | • | | | | • | | | | | | |
| | 2.1.2.2.3 Benefits of engineered items | | • | | • | • | • | | • | | | | | • | | • | • | • | • | • | | | • | • | | | • | | | • |
| | 2.2.1.1.1 Properties of objects | | | • | | • | | | • | | | | | | | • | • | • | | • | • | • | • | • | • | | | | | |
| | 2.2.1.2.1 States of water | | | | • | | | • | | | | | | | | | | | | | | | | • | | | | | | |
| | 2.2.2.1.1 Describing position | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2.2.2.1.2 Variety of motions | • | | | | | | | | | • | | | | | | | | | | | | | | | | | | | |
| SCI | 2.2.2.2.1 Forces making objects move | | | | | | • | | | | | | | | | | | | | | | | | | • | | | | | • |
| | 2.2.2.2.2 Falling objects & forces | | | • | | | | | | | | | | | | | | | | | | | | • | • | | | | | |
| | 2.4.1.1.1 Plant characteristics | | | | | | | | | | | • | | | | | | | | | • | | | | | | | | | |
| | 2.4.2.1.1 Plant needs | • | | | | | | | | | | • | | | | | | | | | | | | | | | | | | |
| | 2.4.3.1.1 Plant life cycles | | | | | | | | | | | | | | | | | | | | • | | | | | | | | | |
| SS | 2.3.1.1.2 Locate key features on a map | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |
| | 2.3.4.9.1 Consequences of human interaction | • | • | | • | | | | • | | | | | • | | | | | | | | • | | | | | | | | |
| | 2.4.2.4.1 Culture of original US inhabitants | | • | | | • | | | | | | | | | • | | | | | • | | | | • | | | | | | |
| | 2.4.2.4.2 How daily life reflects culture | | • | | | • | | | | | | | | | • | | | | | • | | | | • | | | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *3rd Grade*

| SUB | 3rd grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Winter Adaptations | Maple Syrup | Tracks & Animals Signs | Slackline & Obstacle Course | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Canoeing | Winter Shelters | Archery | Disc Golf | Orienteering | Climbing Wall | Kayaking | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Mature forms of motor skills | | | | | • | • | | | • | | | | | • | | | | | | | | • | • | | • | • | | | • | • | • |
| | 1.3 Dynamic & static balance | | | | | | • | | | • | | | | | | | | | | | | | • | • | | | | | | • | • | • |
| | 1.4 Manipulative skills in game situation | | | | | | | | | | | | | | | • | | | | | | | | | | • | • | | | • | • | • |
| | 2.1 Adjustments based on clues | | | | | • | • | | | • | | | | • | • | • | | | | | | | • | • | | • | • | | • | • | • | • |
| | 2.2 Feedback to improve performance | | | | | • | • | | | • | | | | | • | • | • | | | | | | • | • | | • | • | | • | • | • | • |
| | 3.1 Physical opportunities outside school | | • | • | • | • | • | | | • | | • | | • | | | | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 3.2 Pleasure from participation | | • | • | • | • | • | | • | • | • | • | • | • | • | • | • | | | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 3.3 Moderate to vigorous activity | | | • | | • | • | | | • | | | | | • | | | | | | | | • | • | • | • | • | • | • | • | • | • |
| | 4.1 Participate in moderate to vigorous activity | | | • | | • | • | | | • | | | | | • | | | | | | | | • | • | • | • | • | • | • | • | • | • |
| | 5.1 Rules, procedures, safe practices | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Group cooperation | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.3 Conflict resolution | | | • | | | | | | • | | | | | • | | | | | | | | • | • | • | | | | | | • | |
| | 6.1 Enjoyment of physical activity | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Feelings from challenges | | | | | • | • | | | • | | | • | • | • | • | • | | | | | | • | • | | • | • | • | • | • | • | • |
| | 6.3 Play w/ others | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Interact appropriately w/ peers | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 3.1.1.1.1 Evidence to support claims | • | | • | | | | • | • | | • | • | | • | | | • | • | | | • | | | | • | | | | | | | |
| | 3.1.1.2.1 Questions for investigations | • | | | | | | • | | | • | • | | | | | • | | | | • | | | | | | | | | | | |
| | 3.1.1.2.2 Repeated investigations | • | | | | | | • | | | • | • | | | | | • | | | | | | | | | | | | | | | |
| | 3.1.1.2.3 Observations & inferences | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.1.1.2.4 Explanations from evidence | • | | | | | | • | • | | • | • | | | | | • | | | | | | | | | | | | | | | |
| | 3.1.3.2.1 Use of evidence | • | | | | | | • | • | | | | | • | • | • | • | | • | • | | • | | | • | | | | | • | | |
| | 3.1.3.2.2 Involvement of various people | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.1.3.4.1 Tools to improve observations | • | | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.3.3.1.1 Sun observations | | | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.4.1.1.1 Structures & functions | • | | | | | | • | • | | • | • | • | • | | | | | | | | | | | | | | | | | | |
| | 3.4.1.1.2 Groups of plants & animals | • | | | | | | | | | | | • | • | | | | | | | | | | | | | | | | | | |
| | 3.4.3.2.1 Inherited similarities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3.4.3.2.2 Differences & survival | | | | | | | • | | | • | | • | | | | | | | | | | | | | | | | | | | |
| SS | 3.2.1.1.1 Consequences of choices | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | | |
| | 3.3.1.1.1. Interpret maps | | | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *4th Grade*

| SUB | 4th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Winter Adaptations | Maple Syrup | Slackline & Obstacle Course | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Canoeing | Winter Shelters | Archery | Disc Golf | Orienteering | Climbing Wall | Kayaking | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Motor patterns & manipulative skills | | | | | • | • | | | • | | | | | • | • | | | | | | | • | • | | • | • | | • | • | • | • |
| | 1.2 Skill in dynamic environment | | | | | | | | | | | | | | • | • | | | | | | | | • | | • | • | | | • | • | • |
| | 1.3 Beginning skills of specialized movement | | | | | | | | | • | | | | | • | • | | | | | | | • | • | | • | • | | | • | | • |
| | 2.1 Elements to improve performance | | | | | • | • | | | • | | | | | • | • | | | | | | | • | • | | • | • | | • | • | • | • |
| | 2.2 Skills feedback to others | | | | | • | • | | | • | | | | | • | • | • | | | | | | • | • | | • | • | | • | • | • | • |
| | 2.4 Practice improves performance | | | | | • | • | | | • | | | | | • | • | • | | | | | | • | • | | • | • | | • | • | | • |
| | 2.5 Strategies to improve performance | | | | | • | • | | | • | | | | | • | • | • | | | | | | • | • | | • | • | | • | • | • | • |
| | 3.3 Enjoys moderate to vigorous activities | | | | | • | • | | | • | | | | | | | | | | | | | • | • | | • | • | • | • | • | • | • |
| | 4.1 Components of physical health | | | | | • | • | | | • | | • | | | • | • | | | | | | | • | • | | • | • | • | • | • | • | • |
| | 5.1 Rules & safety expectations | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Utilize safety principles | • | • | • | • | • | • | | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | | • | • | • | • | • | • | • | • |
| | 5.3 Cooperation & sportsmanship | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.4 Works independently & on task | | | | • | | | | | | | | | • | | | • | • | | • | | | | | | • | | | | • | | • |
| | 6.1 Enjoyment of physical activity | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Practice to increase skill | | | | | • | • | | | • | | | | | • | • | • | | | • | | | • | • | | • | • | | • | • | • | • |
| | 6.3 Appropriate peer interaction | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Acceptance of others | | | | | | | | | • | | | | | • | | | | | | | | • | • | | • | | | | • | • | • |
| SCI | 4.1.2.1.1 Impact of designed world | | • | | | | | | • | | | | | • | | | | | | | | • | | | | • | | | | | | |
| | 4.1.2.2.1 Designs for solving problems | | | • | | • | • | | • | | | | | | | • | • | | | | | | | • | • | • | | | | • | | • |
| | 4.1.2.2.2 Ideas & constraints | | | • | | | | | | | | | | | | | | | | | | | | | • | | | | | | | |
| | 4.1.2.2.3 Test & evaluate solutions | | | | | • | | | • | | | | | | | • | • | | • | • | | | | | | | | | | | | |
| | 4.1.3.3.1 Invention to new inventions | | | | | | | | | | | | | | | • | • | | • | | | | | | | | | | | | | |
| | 4.2.3.2.1 Generating heat energy | | | | | | | | | | | | | | | | • | | | | | | | | | | | | | | | |
| | 4.3.2.3.1 Water cycle | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | | |
| SS | 4.3.2.3.1 Locate characteristics on maps | | • | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |
| | 4.3.4.9.1 Human adaptations & environment impact | • | • | • | • | • | • | • | • | | | • | | • | • | • | • | | | | | • | | | • | | | • | | • | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *5th Grade*

| SUB | 5th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Stand-Up Paddleboards | Leave No Trace | Logrolling | Winter Shelters | Archery | Disc Golf | Orienteering | Geocaching/GPS | Kayaking | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Manipulates objects | | | | | | | | | | | | | | | | | • | | | | | | | | • | • | | | | |
| | 1.2 Specialized movement skills | | | | | | | | • | | | | | | | | | | | | | • | | • | | • | • | | | • | • |
| | 1.3 Develops beginning strategies | | | | | | | | | | | | | | | | | | | | | | | | | • | • | | | | • |
| | 2.2 Bone & muscle functions to performance | | | | | | | | • | | | | | • | • | • | | | | | | • | | • | | • | • | | | • | | • |
| | 3.3 Moderate to vigorous physical activity | | | | | | | | • | | | | | | | | | | | | | • | | • | | | • | • | • | • | | • |
| | 4.4 Physical activity in variety of settings | | | | | | | | • | | | | | | | | | | | | | • | | • | | | • | • | • | • | | • |
| | 5.1 On-task without being monitored | • | • | • | • | | | | • | • | • | | • | | | • | • | • | • | | | • | | | • | | • | • | • | • | | |
| | 5.2 Follows directions to improve skills | | | | | | • | | • | | | | | • | • | • | • | • | • | | | • | | • | | • | • | • | • | • | | • |
| | 5.3 Use safety principles | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.4 Chooses partner to work with | • | • | • | | | • | • | • | | | | | • | • | • | • | • | | | | • | | • | • | • | • | • | • | | • | |
| | 5.6 Responsible decisions | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | • | |
| | 6.1 Opportunities to be active outside school | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | • | | • | • | • | • | • | • | • | • | • |
| | 6.2 Personal & peer successes | | | • | • | | | | • | | | • | • | • | • | • | • | • | | | | • | | • | • | • | • | • | • | • | • | • |
| | 6.4 Acceptance of others | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.5 Active for positive group interaction | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 5.1.1.1.4 Models for phenomena | | | | | | | | | | | | | | | | | | | | | | | | | | | • | • | | | |
| | 5.1.1.2.1 Planning investigations | • | | | | | | | | • | • | | | | | | | | | | | | | | | | | | | | | |
| | 5.1.1.2.2 Collecting relevant evidence | • | | | | | | | | • | • | | | | | | | | | | | | | | | | | | | | | |
| | 5.1.3.2.1 Influence of traditions | | | • | | | | • | | | | | | | | • | | | | | | | | • | • | • | | | | • | | |
| | 5.2.2.1.3 Relating force to motion changes | | | | | | | | | | | | | | • | | | | | | | | | | | • | • | | | | | |
| | 5.3.4.1.1 Renewable vs. non-renewable | | | | | | | | | | | | | | | | | | | | | | | • | | | | | | | | |
| | 5.3.4.1.3 Impact of decisions | • | • | • | • | | | • | | | | | • | | | | | • | | | | | • | | | | | | | | | |
| | 5.4.1.1.1 Structures & survival | • | | | • | | | • | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 5.4.2.1.1 Relations in living systems | • | | | • | | | • | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 5.4.2.1.2 Changes in natural systems | • | | | • | | | • | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 5.4.4.1.1 Humans & natural systems | • | • | | • | | | • | | • | • | • | • | | | | | | | | | | • | | | | | | | | | |
| SS | 5.3.1.1.1 Use maps | | • | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *6th Grade*

| SUB | 6th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Stand-Up Paddleboards | Leave No Trace | Logrolling | Winter Shelters | Archery | Disc Golf | Orienteering | Geocaching/GPS | Kayaking | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Mature motor skills | | | | | | | | • | | | | | • | • | | | | | | • | | • | | • | • | | | • | • | • |
| | 1.2 Feedback for performance improvement | | | | | | | | • | | | | | • | • | | | | | | • | | • | | • | • | | | • | • | • |
| | 3.1 Physical activity in community | | • | • | • | • | • | | • | | • | | • | | | | | | | | • | | • | • | • | • | • | • | • | • |
| | 4.1 Moderate to vigorous activity in various settings | | | | | • | | | • | | | | | | | | | | | | • | | • | | | • | • | • | • | | • |
| | 5.1 Rules & procedures; sportsmanship | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Create safety rules | | | | | | | | | | | | | | | | | | | | | | | | | | | | | • | |
| | 5.3 Team work to achieve goals | | • | | | | • | • | • | | | | | | | | | | | | • | | | • | | | • | • | | • | |
| | 5.4 Effective time use | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.5 Personal responsibility | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.1 Activity for positive peer interaction | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Enjoy participation | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.3 New physical activity | | • | • | • | • | • | | • | | | | • | • | • | • | | | | | • | | • | • | • | • | • | • | • | • | • |
| | 6.4 Enjoyment of activity | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.5 Demonstrate feelings appropriately | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 6.1.2.1.1 Impact of engineered systems | | | | • | | | | | | | | | | | • | • | • | | | | | | | | | | | | | |
| | 6.1.2.1.2 Risks in technology | | | | • | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 6.1.2.1.3 Trade-offs in technologies | | • | | • | | | | | | | | | | | • | • | • | | | | | | | | | | | | | |
| SS | 6.4.4.1.5.1 DakotaOjibwe interactions (pre 1800) | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | |
| | 6.3.1.1.1 Use maps | | • | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *7th Grade*

| SUB | 7th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.2 Increasingly complex movement forms | | | | | | | | | • | | | | | | • | | | | | | | • | • | • | • | • | | | • | | • |
| | 2.2 Higher skilled movement forms | | | | | | | | | • | | | | | | | | | | | | | • | • | • | • | • | | | | | • |
| | 3.3 Health enhancing physical activity | | | | • | | • | • | | • | | • | | | • | • | | | | | | | • | • | • | • | • | • | • | • | • | • |
| | 5.1 Rules & procedures | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Teamwork to achieve goals | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.3 Personal responsibility | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.1 Enjoy participation | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.3 Social benefits of activities | • | • | • | • | • | • | • | • | | • | | • | • | • | | • | | | | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Communicate feelings | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 7.1.1.1.2 Analysis of reliability | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.1.3.4.2 Procedures for investigations | • | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.4.1.2.1 Functions of cells | | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.4.1.2.2 Cell division for growth | | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.1.1 Populations & communities | • | | | | | | | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.1.2 Roles of organisms | • | | | | | | | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.1.3 Populations & resources | • | | | | | | • | | • | • | | • | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.2.1 Photosynthesis | | | | | | | • | | | | | | | | | | | | | | | | | | | | | | | | |
| | 7.4.2.2.2 Food webs | • | | | | | | | | • | • | • | • | | | | | | | | | | | | | | | | | | | |
| | 7.4.4.1.2 Humans changing ecosystems | • | | | • | | | | | • | • | | • | | | | | | | | • | | | | | | | | | | | |
| SS | 7.3.1.1.1 Use maps | | • | | | | | | | | | | | | | | | | | | | | | | | | • | | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *8th Grade*

| SUB | 8th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Different movement versions | | | | | | | | | • | | | | | • | • | | | | | | | • | • | • | • | • | | | | • |
| | 1.2 Movements in individual, dual or team activities | | | | | | | | | • | | | | | • | • | | | | | | | • | • | • | • | • | | | | • |
| | 2.1 Elements of advanced skills & strategies | | | | | | | | | • | | | | | • | • | | | | | | | • | • | • | • | • | | | | • |
| | 3.1 Participate in physical activity | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 3.2 Explore new activities | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 3.4 Try new activities | | • | • | • | • | • | | • | • | • | | • | | • | | | | | | | | • | • | • | • | • | • | • | • |
| | 4.1 Participate in moderate to vigorous activities | | | • | | • | • | | • | | • | | | | | | | | | | | | • | • | • | • | • | • | • | • |
| | 5.1 Accept consequences of behavior | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Team work to achieve goals | | | • | | | • | | | | | | | | • | | • | | | | | | | • | • | | | • | • | | • | |
| | 5.3 Analyze causes & potential solutions | | | | | | | | | | | | | | | | | | | | | | | | • | | | | | | • | |
| | 6.1 Enjoy participation in activities | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Communicate feelings in acceptable way | | | | | | | | | | | | | | | | | | | | | | | | • | | | | | | • | |
| SCI | 8.1.1.2.1 Reasoning based on evidence | • | | | | | | | | | • | • | | | | | | | | | | | | | | | | | | | | |
| | 8.1.3.2.1 Contributions of cultures | | | • | | • | • | • | | | | | | | • | • | • | | • | | | | | | | | | | | | | |
| | 8.1.3.3.3 Impacts of technology | | | | • | | | • | | | | | | • | | • | • | | | | | | | | | | | • | | | | |
| | 8.3.4.1.2 Land & water uses | • | • | | • | | | | | | | | | • | | | | | | | • | | | | | | | | | | | |
| SS | 8.3.1.1.2 Use maps | | • | | | | | | | | | | | | | | | | | | | | | | | | • | | | | | |
| | 8.3.1.1.1 Understand & use GPS | | | | | | | | | | | | | | | | | | | | | | | | | | | • | | | | |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *9th Grade*

| SUB | 9th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Competency in variety of activities | | | | | | | • | | • | | | | | | • | • | | | | | | • | • | • | • | • | | | • | • | • |
| | 2.1 Movement concepts & strategies | | | | | | | • | | • | | | | | | • | • | | | | | | • | • | • | • | • | | | • | • | • |
| | 2.3 Characteristics of skilled performance | | | | | | | | | • | | | | | | | • | | | | | | • | • | • | • | • | | | | | • |
| | 3.1 Participate in physical activity | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 3.2 Select activities to participate in | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 4.1 Variety of healthful activity participation | | | | | | • | • | • | • | • | • | • | • | • | | | | | | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.1 Safe practices & rules | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Act independently of peer pressure | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 5.3 Conflict resolution | | | | | | | | | | | | | | | | • | | | | | | | • | | | | | | | • | |
| | 5.4 Keeps winning & losing in perspective | | | | | | | | | | | | | | • | • | | | | | | | | | | • | | | | | • | |
| | 6.1 Enjoys variety of activities | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Pursues new activities | | | • | • | • | • | • | • | • | • | • | • | • | • | • | | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 6.3 Team work for common goal | | | • | • | | | • | | | | | | | • | | • | • | | | | | • | • | | | • | • | | • | | |
| | 6.4 Activities as positive social opportunities | | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 9.1.3.1.1 System relationships | | • | | | • | | | | | | • | • | | | | | | | | | | | | | | | | | | | |
| | 9.1.3.1.3 Feedback in systems | | • | | | • | | | | | | • | • | | | | | | | | | | | | | | | | | | | |
| | 9.1.3.2.1 Contributions of cultures | | | | | | • | | • | | | | | | • | • | • | | • | | | | | | | | | | | | | |
| | 9.4.2.1.1. Carrying capacity | | | | | • | | | | | | | | • | | | | | | | | | | | | | | | | | | |
| | 9.4.2.1.2 Change in ecosystems | | • | | | • | | | | | | • | | • | | | | | | | | | | | | | | | | | | |
| | 9.4.4.1.3 Contributions of cultures | | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.1 American Indians way of life pre-contact | | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | | |
| | 9.4.4.15.2 American Indian way of life over time | | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | |
| | 9.4.3.6.1 Adaptations of early peoples | | | | | | • | | | | | | | | | • | • | | • | | | | | | | | | | | | | |
| | 9.3.4.9.1.1 Interconnectedness of environment & human activities | | • | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *10th Grade*

| SUB | 10th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PE | 1.1 Advanced competence in 2+ activities | | | | | | | | | • | | | | | | • | | | | | | | • | • | • | • | • | | | • | | • |
| | 1.4 Activities as positive social opportunities | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 1.3 Competence in team sports | | | | | | | | | | | | | | | | | | | | | | | | • | • | • | | | | |
| | 3.1 Skills & knowledge to maintain active lifestyle | | • | • | • | • | | | • | • | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | 4.1 Activity level to meet personal fitness needs | | • | | | • | | | • | | • | | | | | | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 4.2 Participate regularly in health-enhancing fitness activities | | | | | • | | | | | | | | | | | | | | | | | | | • | • | • | | • | | | • |
| | 5.1 Independent & responsible behavior | | • | • | • | • | • | | • | • | • | | • | • | • | • | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 5.2 Lead & follow | | | | | | | | | | | | | | | | | | | | | | • | | | | | | • | | |
| | 5.3 Anticipate potentially dangerous consequences | | • | • | • | • | | | • | | | | | | • | • | | | • | | • | • | • | • | | | | • | • | • | |
| | 5.4 Strategies to avoid inappropriate behaviors | | | | | | | | | | | | | | | | | | | | | | • | | | | | | • | | |
| | 6.1 Enjoy participation in physical activity | | • | • | • | • | • | | • | • | • | | • | • | • | • | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 6.2 Activities as positive social opportunities | | • | • | • | • | • | | • | • | • | | • | • | • | • | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 6.3 Learning new activities | | • | • | • | • | • | | • | • | • | | • | • | • | • | | | | | • | • | • | • | • | • | • | • | • | • | • |
| | 6.4 Positive feelings from participation | | • | • | • | • | • | | • | • | • | | • | • | • | • | | | | | • | • | • | • | • | • | • | • | • | • | • |
| SCI | 9.1.3.1.1 System relationships | • | | | • | | | | | • | • | | • | | | | | | | | | | | | | | | | | | |
| | 9.1.3.1.3 Feedback in systems | • | | | • | | | | | • | • | | • | | | | | | | | | | | | | | | | | | |
| | 9.1.3.2.1 Contributions of cultures | | | | | • | | • | | | | | | • | • | • | | • | | | | | | | | | | | | | |
| | 9.4.2.1.1. Carrying capacity | • | | | • | | | | | | | | • | | | | | | | | | | | | | | | | | | |
| | 9.4.2.1.2 Change in ecosystems | • | | | • | | | | | | • | | • | | | | | | | | | | | | | | | | | | |
| | 9.4.4.1.3 Contributions of cultures | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.1 Life of American Indians pre-contact | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | | |
| | 9.4.4.15.2 American Indian way of life over time | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | | |
| | 9.4.3.6.1 Adaptations of early peoples | | | | | • | | | | | | | | | • | • | | • | | | | | | | | | | | | | |
| | 9.3.4.9.1.1 Interconnectedness of environmenthuman activities | • | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | | • |

# Academic Standards Connected to Outdoor Recreation School Curriculum

## *11th & 12th Grades*

| SUB | 11th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCI | 9.1.3.1.1 System relationships | • | | | • | | | | | • | • | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.1.3.1.3 Feedback in systems | • | | | • | | | | | • | • | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.1.3.2.1 Contributions of cultures | | | | | | | • | | | | | | • | • | • | | • | | | | | | | | | | | | |
| SCI | 9.4.2.1.1. Carrying capacity | | | | • | | | | | | | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.4.2.1.2 Change in ecosystems | • | | | • | | | | | | • | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.4.4.1.3 Contributions of cultures | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.1 American Indians way of life pre-contact | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.2 American Indian way of life over time | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.3.6.1 Adaptations of early peoples | | | | | • | | | | | | | | | • | • | | • | | | | | | | | | | | | |
| SS | 9.3.4.9.1.1 Interconnectedness of environmenthuman activities | • | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • |

| SUB | 12th grade standard | Pond Study | Camping Skills | Shelter Building | Ice Fishing | Snowshoe | Kicksleds | Maple Syrup | Slackline | Tracks & Animals Signs | Nature Hike | Camouflage | Fishing & Games | American Indian Games | Atlatls | Primitive Fire Building | Cooking in Your Camp | Cordage | Edible Plants | Leave No Trace | Stand-Up Paddleboards | Logrolling | Canoeing | Archery | Disc Golf | Orienteering | Geocaching/GPS | Climbing Wall | Teambuild/Challenge Course | Cross-Country Skiing |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SCI | 9.1.3.2.1 Contributions of cultures | | | | | | | • | | | | | | • | • | • | | • | | | | | | | | | | | | |
| SCI | 9.4.2.1.1 Carrying capacity | | | | • | | | | | | | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.4.2.1.2 Change in ecosystems | • | | | • | | | | | | • | | • | | | | | | | | | | | | | | | | | |
| SCI | 9.4.4.1.3 Contributions of cultures | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.1 American Indians way of life pre-contact | | | | | | | • | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.4.15.2 American Indian way of life over time | | | | | | | | | | | | | • | | | | | | | | | | | | | | | | |
| SS | 9.4.3.6.1 Adaptations of early peoples | | | | | • | | | | | | | | | • | • | | • | | | | | | | | | | | | |
| SS | 9.3.4.9.1 Interconnectedness of environmenthuman activities | • | • | • | • | • | • | • | • | | • | | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | • | | • |