



# 6<sup>TH</sup> GRADE SOCIAL STUDIES

## Minnesota History

**Mr. Brian Snyders**

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<http://mrsnydershistory.weebly.com/>

- *Sign up for Mr. Snyders Remind App Notifications (Instructions on website)*

Students will begin the class by looking at the question "How do we know what we do about the past?" We will go back in time to Minnesota's first inhabitants and up to the present. In between, we will hear about Minnesota's statehood, involvement in the American Civil War, immigration and fun facts!

Minnesota Studies will examine Minnesota's history, geography and government. We will be learning U.S. History, Government, Geography, and Economics as well. Students will also be learning about the current events on a state, national, and world scale to fully understand what is happening on a daily basis around the world. Students will also develop their skills in writing and speaking as they communicate their understanding of the topics.

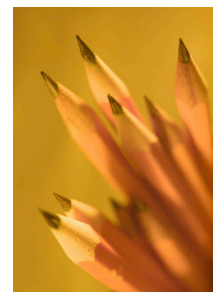
### Goals of 6<sup>th</sup> grade Minnesota Studies

1. I can describe the **government** of Minnesota.
2. I can describe the **geography** of Minnesota.
3. I know the **history** and **economics** of Minnesota.
4. I can describe **life in Minnesota** throughout history.
5. I can use a variety of **maps** to find information.



### Expectations for Students:

- **Materials Needed:** Everyday you should bring: 1) Writing Utensil (pen/pencil), 2) Textbook, 3) Homework/Assignment, 4) Folder, 5) Notebook
- **Behavior / Rules:**
  1. **Respect Others**
    - a. Respect fellow students and school faculty
    - b. Keep hands, feet, & objects to yourself
    - c. No cursing or teasing
  2. Take care of your school
    - a. Take care of books, desks, etc.
    - b. Keep classroom clean
  3. Bring all books and materials to class every day
  4. Be in your seat and ready to begin class when the bell rings
    - a. sit in your assigned seat unless you have permission to do otherwise

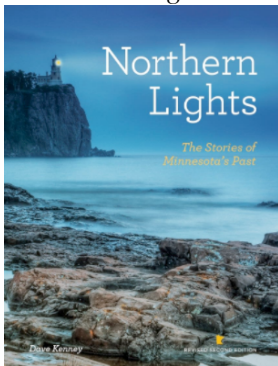


- **Participation:** Students will be encouraged to participate in class discussions, debates, simulations, small groups and other activities.
- **Homework:** Time will be allotted during class for assignments. If the assignment is not completed during class time, then the assignment becomes homework.
- **Large Projects:** There will be ample amounts of class time available to complete any projects.
- **Late Work:** Students need to have all work turned in prior to taking unit tests. Late work will be accepted for full credit.

- **ICU** I will be using the ICU list for late work and make-up quizzes/assessments when necessary. Please understand that this is NOT meant as a punishment, but rather as a way to communicate with parents and for students to get caught up as quickly as possible.
- **The Class** This class will be taught using a mixture of the following methods:
  - Formative
    - Lecture & Discussion
    - Reading assignments & worksheets
    - Writing Activities
    - Group Activities
    - Videos
    - Quizzes
  - Summative
    - Chapter Tests
    - Projects
    - Essays
  - & More
- **When to Talk to the Teacher:** It is critical that I be contacted if there are any problems. If I don't know about a problem, I can't try to resolve it. E-mail is the best way to get ahold of me.

## Class Textbook:

*'Northern Lights: The Stories of Minnesota's Past'* – Kenney



## Tentative Class Schedule:

- |   |                  |
|---|------------------|
| 1. Chapter 1 – Studying Minnesota (History? State Symbols, Counties, Mapping) |                  |
| 2. Chapter 2 – Evidence from the Past (Ancient Minnesota)                     |                  |
| 3. Chapter 3 – The Early Dakota   | <b>QUARTER 1</b> |
| 4. Chapter 4 – Early Ojibwe   |                  |
| 5. Chapter 5 – The Fur Trade  |                  |
| <hr/>   |                  |
| 6. Chapter 6 – The Land Changes Hands   |                  |
| 7. Chapter 7 – Minnesota's Newcomers  |                  |
| 8. Chapter 8 – The Civil War  | <b>QUARTER 2</b> |
| 9. Chapter 9 – The U.S. – Dakota War of 1862                                  |                  |
| 10. Chapter 10 – Sodbusters   |                  |
| <hr/>   |                  |
| 11. Chapter 11 – Flour, Lumber, & Iron  |                  |
| 12. Chapter 12 – Immigrants, Labor, & Cities                                  |                  |
| 13. Chapter 13 – The Common Good  | <b>QUARTER 3</b> |
| 14. Chapter 14 – World War I  |                  |
| 15. Chapter 15 – Boom and Bust  |                  |
| <hr/>   |                  |
| 16. Chapter 16 – World War II   |                  |
| 17. Chapter 17 – Cold War, Warm Kitchens                                      |                  |
| 18. Chapter 18 – Taking a Stand   | <b>QUARTER 4</b> |
| 19. Chapter 19 – Minnesota in the Modern World                                |                  |
| 20. Chapter 20 – Who We Are Today   |                  |

# Grading

- \* Our study of Minnesota in 6<sup>th</sup> Grade Social Studies will focus on and be graded on four areas:
  - I. Civics/Government
  - II. Economics
  - III. Geography
  - IV. History
  
- \* For each of the above four categories, students will be graded according to **Standards-based grading**: The purpose of standards-based grading is to align grading with the mastery of state content standards as measured by consistent student achievement data and common criteria for grading. The primary goal of SBG is to better communicate what each student knows and is able to do, as well as to inform the teacher, student, and parent what may be next steps for areas for growth. At Luverne, standards-based learning targets are assessed on a 4-point scale to indicate the proficiency level at which the student has mastered the learning target. At the end of the quarter, the student will get a Social Studies grade based on how well they meet the standards of each of the four categories.

4	3	2	1
Exemplary	Proficient	Partially proficient	Not proficient
Wow!	On target	Almost there	Keep trying!
No errors	Complete	Errors detract from mastery	Not accurate
Fully developed	Few errors	Progressing	Inappropriate
Fully supported	Meets criteria	Meets some criteria	Does not meet criteria
Exceeds criteria	Adequately developed	Partially developed	Minimally developed
Sophisticated understanding	Adequately supported	Partially supported	Minimally supported
Most effective	Mastery level	Partial understanding	Inadequate or incomplete
	Satisfactory skills	Not yet mastered	Beginning level mastery

# To Parents and Guardians:

Welcome! I look forward to getting to know you and your student during the year!

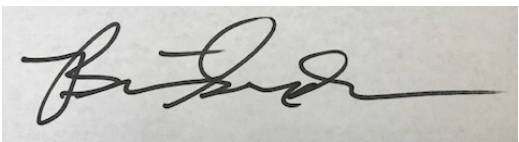
Sixth grade is a year of great changes for your student- socially, emotionally, and academically. At school, I will do our best to aid your student as they undergo these many changes. Your student will be challenged in the following areas this year:

- ❖ Academics: Classes are more challenging than elementary school. We want to prepare your student for future classes at CRMS, in high school and beyond!
- ❖ Peer Relationships: 6<sup>th</sup> graders have an increased desire to fit in with their peers. We want students to feel confident, to respect others and to feel comfortable talking to all their classmates.
- ❖ Organization: using a Planner, scheduling extra work time when needed, taking materials to and from classes and keeping their locker clean and organized are just a few of the new challenges your student will face this year.

I believe your student can be successful this school year if the school and your family work together for the student's success. Please feel free to contact me at any time if you have a question or are concerned about your student's performance.

Please use my website (<http://mrsnydershistory.weebly.com/>) if you have any questions about the class. If you want to know about the class, what we're studying, curriculum, how the curriculum aligns with the Minnesota State Standards, assignments, about me, how to get ahold of me, etc., the website is the place go.

Thanks!!!

A handwritten signature in black ink, appearing to read "Mrs. Snyder", written on a light-colored background.