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|  | **ROCORI Schools**  6th Grade Minnesota Studies  **Ellie Walz**  Walze@rocori.k12.mn.us  320-685-3296 ext: 4307 |
| **Course Description:**  6th Grade Minnesota Studies covers a variety of topics related to Minnesota and its history throughout time. Starting with the Ice Age and working our way through the 21st century, students will cover major topics that have involved Minnesotans from its beginning through the present. Analyzing maps, understanding the state’s government, deciphering primary resources, and comprehending personal accounts of history will also be important in this course. | |
| **Standards:**   * Students will be able to define, use, and practice “TODALSS” map basics * Students will be able to locate, identify, and describe major physical features in Minnesota * Students will be able to explain how physical features and the location of resources affect settlement patterns and the growth of cities in different parts of Minnesota. * Students will be able to pose questions about a topic in Minnesota history, gather a variety of primary and secondary sources related to the questions, analyze sources for credibility, identify possible answers, use evidence to draw conclusions, and present supported findings * Students will be able to explain how Minnesota changed because of early Minnesotans, the Fur Trade era, and treaties with Europeans * Students will be able to analyze the reasons for the Civil War, Dakota War, and other conflicts involving Minnesotans and the consequences of each * Students will be able to describe the effects of reform movements on the political and social culture of Minnesota in the early 20th century * Students will be able to identify the three branches of governments and main duties of each branch. * Students will be able to analyze how local, state, and national levels of government are related and how they affect Minnesota | |
| **Course Outline:**  Some major topics include Ojibwe and Dakota American Indians, the Fur Trade era, immigration to Minnesota, early pioneers, the Civil War, the US-Dakota War, developing Minneapolis and St. Paul, the Great Depression, WWI, WWII, the Cold War, the Civil Rights Movements, and Minnesota today. We will also analyze how the geography of Minnesota shaped the state and how local, state, and national government intertwined. | |
| **Textbook / Resources:**  The name of the main textbook we are using is called “Northern Lights”. Textbooks stay in the classroom unless checked out overnight through classroom checkout procedures explained in class. Students are responsible for bringing back textbooks or resources they check out in a timely manner and in good condition. | |
| **Materials Required:**  Students should bring a notebook/loose leaf paper, folder, a book to read, and a pencil to class daily. | |
| **Grading Procedures:**  An overall percentage of total points will result in grades: A 94% ; A- 90% ; B+ 88% ; B 84% ; B- 80% ; C+ 78% ; C 74% C- 70% ; D+ 68% ; D 64% ; D- 60% ; F below 60%  Grading will be assessed through rubrics, collaboration, daily assignments, and summative assessments. Use Skyward to keep up on your students’ grades. The name of the assignment, when it was due, how many points it was worth, and if it is missing or turned in are all visible through Skyward.  **Late Work:** All late work will be accepted within 5 days of the original due date. Students will lose 5% for each day it is late.  Tests/ Projects/ Final Assessments:   * Objective Master/ Final Assessments are worth 60% of the overall grade * Objective Evidence (Daily Assignments/ Homework) are worth 40%   Review and Retake Opportunity   * If a student did not receive an 85% or higher in any of the final assessments, they have an opportunity to retake the assessment for a higher grade. * Students may only retake a final assessment **ONE TIME per trimester**.   Steps to Retaking a Final Assessment  Review:   * Students must complete the “Request to Retest” on their own time and turn it in within a week of receiving the final assessment back * Students missing daily assignments aligned with those objectives will also need to complete and turn those assignments in before retaking final assessments   Retake   * Teacher will review the “Request to Retest” and discuss the information with the student. * If the student has shown they understand the information they can retake that assessment. * If they earn a higher score than their first attempt, their grade will change to reflect this new score. They can earn up to 100% of the credit for each objective. * The teacher will coordinate with the student to find a time and date to retake the assessment.   *Missing Assignments – Any assignment that is not turned in on the due date will receive a zero. All missing assignments that will still be accepted for credit will be checked “missing assignment” and can be found by looking at the Missing Assignments section of Skyward or will be identified on the individual course report.* | |
| **Attendance Procedures:**  Students that know ahead of time that they will miss class should talk to the teacher at a convenient time before the day of their absence. Some work may be able to be given ahead of time, depending on what is happening in the course during the absence.  If it is not a planned absence, students are expected to contact the teacher to receive work that was missed while they were absent.  *Any student who is unexcused forfeits the opportunity to earn credit for work that was missed during the unexcused absence.* | |
| **Student Expectations / Discipline Procedures:**  Students are expected to utilize class time wisely to complete their lessons. Work is expected to be turned in by the assigned due date and completed to the best of the student’s ability. The expectation in the classroom is that student and staff shall foster a climate of respect for themselves, others, property, and the ideas/creativity of others.  *This class will follow the guidelines of the RMS Behavior Management Plan. Students who are not following the expectations will be given a verbal warning for the first offense. The second offense will result in a private conversation between the student and teacher. A third offense will result in a private conversation between the student and teacher, the student will complete a Reflective Improvement Plan, and a phone call home will be made. Further offenses will be referred to school administration.* | |

**PLEASE SIGN AND RETURN BY: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_