

CCS COURSE MAP

SUBJECT: WORLD/MN HISTORY

GRADE LEVEL 6TH GRADE
COURSE LENGTH YEAR

REVIEWED 2018-2019

General Goals:					
		I	To recognize the role of God in history.		
		II	To develop an historic and geographic literacy.		
		III	To demonstrate knowledge of <i>Minnesota History and Government</i> .		
Student Outcomes/Terminal Learning Objectives:					
		I	The students will be able to appreciate the richness of other cultures.		
		II	The students will be able to recognize the contributions of godly men and women to history.		
		III	The students will be able to develop map and globe skills.		
		IV	The students will be able to discover information about the world through applying reading, writing, and research skills.		
		V	The students will be able to study Minnesota indigenous peoples.		
		VI	The students will be able to demonstrate knowledge of Minnesota exploration and settlement.		
		VII	The students will be able to study the structure and workings of Minnesota government.		
		VIII	The students will be able to study key events in the growth and development of Minnesota.		
UNIT/ WEEKS	STANDARD	OBJECTIVES	ACTIVITIES/ASSESSMENT	MATERIALS	BIBLICAL INTEGRATION
I. Unit 1 North America 9 Weeks	8.3.1.1.1 8.3.1.2.1 8.3.1.1.2 8.3.2.3.1	Students will:	*Graded notebook *Daily assignments *Tests *Workbook *Maps	* <u>New World History & Geography</u> . Pensacola, FL. A Beka Book. 2010. * <u>New World History & Geography Maps & Activities Workbook</u> . Pensacola, FL. A Beka Book. 2010.	

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A. The 1 st Americans		*identify key course words: history, geography, migration, habitat, and culture *recognize major geographic features: continent, highest peak, and bodies of water			*Earth Divided *Gen. 10:25 *God's promise after the flood *Gen. 8:22 *Creation mandate *Gen. 1:28
B. Cold Lands to the North		*describe northern climate, peoples, flora, and fauna			*Missionaries needed *Mt. 9:38
C. Canada	8.3.3.5.1 8.3.3.6.1	*identify key geographic features of Canada *recognize early explorers and explorations			*National motto *Ps. 72:8

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D. Eastern US	8.3.3.5.1 8.3.3.6.1	*identify key geographic features of the Eastern US *discuss Eastern Indian groups *name important Indians and missionaries to the Indians			*Missionary efforts to Indians
E. North American Plains	8.3.3.5.1 8.3.3.6.1	*identify key geographic features of the North American Plains *discuss culture of Plains Indians			*Missions to Indians-Whitmans

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II. Unit 2 Central & South America 9 Weeks					
A. Mexico & Central America	8.3.3.5.2 8.3.3.6.2	* identify key geographic features *Name native civilizations and Spanish Explorers			*Christianity is not based on superstition or ritual *Jer. 44:15-30

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<p>B. The West Indies</p>	<p>8.3.3.5.2 8.3.3.6.2 8.3.3.10.3</p>	<p>* identify key geographic features *discuss European exploration of the Caribbean</p>			<p>*Christ's one time sacrifice paid for our sins *Heb. 9:27-30</p>
<p>C. South America – Natural Resources</p>		<p>* identify key geographic features *describe the flora and fauna of South America</p>			<p>*Our confidence is not in wealth but in the Lord *Job 31:24</p>

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D. Nations of South America		*identify South American countries and capital *give the significance of important South American cities			

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III. Unit 3 MN History 18 Weeks	6.3.1.1.1 6.4.4.23.2	Students will:	*Daily assignments *Chapter tests *Ag Mag *MN Gov. Packet *MN Maps *MN History Final	*Kenney, Dave. <u>Northern Lights 2nd</u> <u>ed.</u> MN Historical Society Press, 2003. *Upper Midwest Filmstrip/video -MN Profiles -The Voyageurs -MN Civil War -The Last Lumberjacks	
A. What is MN .5 Week	6.3.1.1.1 6.3.3.6.1	*define MN in several ways *identify themselves as part of MN history			

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<p>B. The 1st Minnesotans .5 Week</p>		<p>*explain how land and climate of MN has changed over time *understand how early people adapted to their changing environment *describe how early people's lives changed with new tools and methods</p>			
<p>C. The Dakota 1 Week</p>	<p>6.1.4.11.1 6.4.4.15.1</p>	<p>*explain oral tradition in the Dakota culture *give examples how Dakota legends explain natural events and their circular view of history *Describe the cycle of seasonal migration and food gathering</p>			<p>*value of both sexes *Gal 3:28</p>

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<p>D. The Ojibwe 1 Week</p>	<p>6.4.4.15.1</p>	<p>*recount the traditional Ojibwe migration story *explain how the fur trade altered Ojibwe culture *discuss tension between the Ojibwe and Dakota *describe traditional Ojibwe fishing</p>			
<p>E. The Fur Trade 1 Week</p>	<p>6.4.4.16.1</p>	<p>*describe the fur trading cycle *describe the roles of traders, clerks, voyageurs, and Indian suppliers *identify tension and conflict at trading posts *discuss role of missionaries and explorers</p>			<p>*Great Commission *Mt 28:19-20</p>

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<p>D. The Land Changes Hands 1 Week</p>	<p>6.3.4.10.1 6.4.4.18.2 6.4.4.18.1</p>	<p>*explain the role of Fort Snelling *describe the different perspectives between the Dakota and settlers *describe the goals of Dakota, Government officials, and fur traders during treaty negotiations and the results</p>			
<p>F. MN Newcomers 1 Week</p>	<p>6.4.4.18.1 6.4.4.18.3</p>	<p>*explain reasons for migration to MN *describe challenges faced by settlers *give examples of influence of immigrants on MN territory *explain the impact of settlement on the Dakota and Ojibwe</p>			

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<p>G. MN Government 1 Week</p>	<p>6.1.3.6.1 6.1.4.7.5 6.1.4.7.1 6.1.4.7.6 6.1.4.7.2 6.1.4.7.7 6.1.4.7.3 6.1.4.7.4</p>	<p>*describe general roles and function of government *discuss the basics of MN government at the state level *explain the basics of how a bill becomes a law</p>			
<p>H. The Civil War 1 Week</p>	<p>6.4.4.19.1 6.4.4.19.2</p>	<p>*explain main causes of the Civil War *give examples of Minnesotans' conflicting feeling toward slavery *describe the experience of a MN soldier during the Civil War</p>			

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<p>I. Minnesota's Civil War 1 Week</p>	<p>6.4.4.19.3</p>	<p>*describe roles of gov. officials, traders and missionaries at the Lower Sioux Agency *explain differences between farm and traditional Sioux *explain 3 causes of the Dakota War & consequences for the Sioux and settlers</p>			
<p>J. Sodbusters 1 Week</p>	<p>6.1.1.1.2 6.3.4.10.1</p>	<p>*describe hardships of settling and building a new farm *understand the impact of railroads on towns and MN as a whole *describe the role of the Grange *explain the Homestead Act</p>			

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<p>K. Flour, Lumber, & Iron 1 Week</p>	<p>6.3.4.10.1 6.4.4.20.2 6.4.4.20.1</p>	<p>*identify 3 main industries that developed in MN in the late 1800s *describe how natural resources, machines and people combined to spur development of those industries *give examples of working conditions and employer-employee conflict</p>			
<p>L. Bigger, Taller, Faster 1 Week</p>		<p>*explain who moved to the cities around 1900 and why *understand urban problems such as crowding, anonymity, poverty, disease and crime *explain the impact of streetcars, bicycles, and cars</p>			

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<p>M. The Common Good 1 Week</p>	<p>6.1.3.5.1 6.4.4.20.3</p>	<p>*describe the spirit of the progressive era *explain why some progressive era efforts failed or backfired</p>			
<p>N. The Good Life .5 Week</p>	<p>6.4.4.20.5 6.4.4.21.1</p>	<p>*explain factors determining people's access to new inventions and consumer goods *give examples of new consumer goods and leisure time in the early 1900s</p>			

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<p>O. Boom & Bust .5 Week</p>	<p>6.1.1.1.1 6.4.4.21.1 6.4.4.21.2</p>	<p>*explain factors leading to the 1929 stock market crash and the Great Depression *give examples of the impact on urban workers and farmers *explain how gov. programs and private organizations tried to relieve problems</p>			
<p>P. WWII 1 Week</p>	<p>6.4.4.21.3 6.4.4.21.4</p>	<p>*give reasons why the US entered WWII *describe how WWII affected MN manufacturing, agriculture, iron mining, and timber industries *give examples of personal impact on Minnesotans</p>			

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<p>Q. Cold War, Warm Kitchens 1 Week</p>	<p>6.4.4.22.1 6.4.4.22.3</p>	<p>*describe causes of the Cold War *give examples of how General Mills marketed their products in response to feelings of insecurity *explain why fallout shelters were built</p>			
<p>R. Taking a Stand .5 Week</p>	<p>6.1.1.1.1 6.4.4.22.2 6.4.4.20.4</p>	<p>*describe activism in the 1960s and 1970s *give examples of discrimination faced by MN minorities and women *describe the mixed results of the movements</p>			

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<p>S. Transforming the Land .5 Week</p>	<p>6.1.1.1.3 6.4.4.22.2 6.3.4.10.1</p>	<p>*explain positive and negative results of suburban growth *look at both sides of the Boundary Waters Canoe Area Wilderness argument *described the change of farms and impact on rural MN</p>			
<p>T. New Minnesotans 1 Week</p>	<p>6.4.4.23.1</p>	<p>*explain factors that led Hmong, Mexicans, and Somalis to move to MN *give examples of how Minnesotans reacted to newcomers *describe challenges faced by immigrants to MN</p>			