



Crosslake Community Schools | Online Program

MN History 6

2024-2025

INSTRUCTOR

Elizabeth Kylo

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(218)203-9436

Office Hours: Monday - Friday from 10:00am - 2:00pm

Appointments are available upon request, email Mrs. Kylo.

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COURSE DESCRIPTION

In this course, students will explore the various cultures from Minnesota's first inhabitants to present day and how they all come together to make this state the unique place it is. Over the year, students will learn about Minnesota's history, geography and government, involvement in wars over the years and how it all looks today.

PREREQUISITES

No prerequisites.

COURSE GOALS & OBJECTIVES

- Explore the cultures of early Dakota and Ojibwe and the impact on shaping Minnesota.
- Describe the changes to Minnesota with the fur trade influence.
- Understand the part Minnesota had in wars throughout its history.
- Identify the many goods and services that arose since Minnesota's foundation and how that looks in today's economy and industries.
- Explore the changes in day-to-day life over the years and how that impacted our lives today.
- Use maps to identify the geographical features and the human movement/changes that played a role in the foundation of cities.

REQUIRED MATERIALS

Google Docs/Forms/Classroom

Northern Lights ebook

TECHNICAL REQUIREMENTS

Computer/Laptop

Internet Connection

Technical support

Technology support is often needed in the online setting for obvious reasons. It is always a good idea to start with your learning coach for general questions, but for more challenging technology issues, there is a [CCS technology help desk](#) you can reach out to for support. Students with a school-issued chromebook that are experiencing issues with their device may need to reach out to the help desk, as well.

CCS Technology helpdesk

helpdesk@crosslakekids.org

218-821-4875

TEACHER CONTACT & COMMUNICATION

Regular communication is critical to your success in this class. It is important that as soon as you have a question you cannot answer, that you reach out to me or your Learning Coach. Or, if I contact you, that you respond quickly so you can get the most out of this course. Email, chat, or text are good ways to get a hold of me, I will do my best to respond as quickly as possible within school hours.

Feedback

I will grade assignments regularly, usually within 3 school days, and provide feedback to you on these assignments. Read through the feedback and ask clarifying questions, since I write these comments to help you improve your learning in this course.

Office hours

I will be available to answer questions and help work through assignments during the common hours posted at the top of this syllabus. This is a great time to contact me since I will usually be able to get back to you very quickly. If you would like to schedule a regular appointment time, this is also an option.

Additional academic support

If you need additional academic support beyond regular feedback and communication with me, please let me or your Learning Coach know so that we can connect you with appropriate help.

COURSE POLICIES

Attendance/Participation Policy

Attendance and participation are based on daily logins to the course and regular completion of assignments. To stay on track, you should follow the due dates for activities and assignments listed in the syllabus or learning management system. For more specific information about attendance, including excused/unexcused absences, see the Crosslake Community Online Program Parent/Student Handbook

BOTS-Student Norms and Expectations

- **Be in a Learning Space** - dress for success, quiet place, no distractions, wait to eat, turn camera off if surroundings are distracting
- **On Time and On Task** - focus on the meeting/discussion; not on your phones or doing other things
- **Take Your Turn** - raise hand/mute during synchronous meetings
- **Sit Up and Join In!** - participate, camera on when you can; don't be in bed/laying down

Missing or Late Work

All work is due at the end of the semester. However, if a student waits until the last week or two to complete the coursework, it is unlikely that he or she will earn a passing grade. To help you plan and

manage time, I have created a course schedule included in the syllabus. Missing work at the end of the semester will be counted as 0 points.

Questions

Please ask questions as soon as you have them; if you aren't clear on a concept, it is likely that others have the same question. The sooner you ask a question, the sooner I can help you!

Academic integrity

Your work represents you. You take ownership of your learning when you make an honest effort and represent yourself truthfully. I ask that you respect yourself and others by giving credit to any people or sources that have helped you in the completion of your work.

My expectations:

- I expect students to show respect for the intellectual property of others.
- I expect students to value learning for its own sake and not be merely concerned about the grade they will receive.
- I expect students to demonstrate their OWN learning accurately and truthfully.
- I expect students to give credit to others when they incorporate someone else's learning into their own (always using proper citation methods).
- Collaborate with other students only as specifically directed and authorized.

I have a zero tolerance policy for cheating and plagiarism. Any work that is plagiarized or shown to have been copied will result in a ZERO with no opportunity to redo. If CCS staff suspect that work has been completed by someone other than the student, that the student is plagiarizing work, or otherwise questions the academic integrity of the work, the student may be required to attend a Google Meet with the teacher to complete alternative coursework and/or tests to guarantee that the needed concepts and standards in the course have been mastered.

Written Response Activities

For any activity requiring a written response, students should use a minimum of 2 complete sentences (unless directions state otherwise). Evidence or specific details from the text should be used to support answers. When taking a quote or information directly from a class article or other source, students should cite where the information came from. Students **should not** copy and paste their responses directly from the articles used in the course. If this happens, students will be given one chance to correct it. If it happens 2 or more times, students will not be given retakes and will achieve a 0% for the work. They may be given an alternative assignment and/or be required to meet with the instructor. The learning coach will be notified as well.

COURSE ACTIVITIES & ASSESSMENTS

Activity type	% of final grade
Lessons/Assignments	50
Projects/Essays	20
Quiz	30
TOTAL	100%

COURSE OUTLINE & SCHEDULE

(This is a guideline based on students starting at the beginning of the semester. Students starting later in the term will have a different schedule. Look at your course management system for the current due dates. Please note that schedules will vary depending on semester length, holiday schedule, adjustments/modifications, etc. Look at your course management system for the current due dates)

Week	Unit
1	Intro to Minnesota History
1	Chapter 1 – Studying Minnesota
2	Chapter 2 – Evidence from the Past
3-4	Chapter 3 – The Early Dakota
5-6	Chapter 4 – Early Ojibwe
7-8	Chapter 5 – The Fur Trade
9-10	Chapter 6 – The Land Changes Hands
11-12	Chapter 7 – Minnesota’s Newcomers
13-14	Chapter 8 – The Civil War
15-16	Chapter 9 – The U.S. – Dakota War of 1862
17	Chapter 10 – Sodbusters

18-End of First Semester	Semester 1 Review
	Chapter 11 – Flour, Lumber, & Iron
	Chapter 12 – Immigrants, Labor, & Cities.
	Chapter 13 – The Common Good
	Chapter 14 – World War I
	Chapter 15 – Boom and Bust
	Chapter 16 – World War II
	Chapter 17 – Cold War, Warm Kitchens
	Chapter 18 – Taking a Stand
	Chapter 19 – Minnesota in the Modern World
	Chapter 20 – Who We Are Today

Supplemental Student Communication

Progress Reporting

CCS staff will submit progress reports to the local school contact person upon completion of the student's academic term. The student and family may access regular progress reports in the online learning platform through the student gradebook anytime.

Final Grades and Submissions

Semester and final grades are submitted to the school counselor within 10 days of the end of the semester. Successfully completed CCS courses are worth .5 semester credits; credit conversions and graduation requirements do differ between school districts. Contact your school counselor for your local district's graduation requirements and credit conversion.