



RMS MYP Individuals and Societies: Minnesota Studies, 6th grade

Term: Every-other day, year-long course

School: Robbinsdale Middle School

Teacher(s) & Contact Information:

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1. Brief description of the course:

This course is designed around the Minnesota State Standards for 6th grade Social Studies. The curriculum introduces students to the four social sciences; Geography, Civics, Economics and History, through the lens of Minnesota. Within these areas students will learn more deeply through an inquiry and concept-based approach around the following IB Global Contexts: : Identities and relationships, Orientation in Space and Time, Fairness and Development, Personal and Cultural Expression and Scientific and Technical Revolution. Students are engaged in inquiry and concept-based learning activities to reach the aims and objectives outlined in the IB MYP program.

2. List of Units

#	Unit Title & Description	Inquiry Questions	Global Context	Assessment Criteria
1	Minnesota and Me: Who you are is dependent upon where, when and how you are	<ul style="list-style-type: none"> • <i>How do we divide time?</i> • <i>What systems are out there to help us remember things?</i> • <i>How does time change our perspective?</i> • <i>How do we identify the validity of sources?</i> • <i>How do I use systems for memorization?</i> • <i>Does our past help us understand our identity?</i> 	Orientation in Space and Time	Criterion A: Knowing and Understanding Criterion C: Communicating
2	First Minnesotans: The way cultures compete and cooperate for resources affect the surrounding systems.	<ul style="list-style-type: none"> • <i>How did the seasons affect life? What is Oral History (oral traditions)?</i> • <i>What is Human Capital, and why does it matter? What affects a person's perspective?</i> • <i>Do Oral Histories/Traditions matter? There are many ways to view history. One way is to view it is circular, and another way is to view it is linear. Which way aligns best with your thinking?</i> 	Identities and relationships	Criterion B: Investigating Criterion D: Critical Thinking

3	<p>What's mine is mine, what's yours is mine: Equitable relationships can occur when perspectives and processes are respected. Power and privilege can skew the relationships between people.</p>	<ul style="list-style-type: none"> • <i>What is the process for developing a state?</i> • <i>How does immigration impact relationships with the people who were originally of the area?</i> • <i>How does geography impact what people do for a living?</i> • <i>What are treaties and how did they change relationships?</i> • <i>How and why do people move?</i> • <i>Is becoming part of a larger country fair to everyone involved?</i> 	<p>Fairness and Development</p>	<p>Criterion A: Knowing and Understanding Criterion C: Communicating Criterion D: Critical Thinking</p>
3.5	<p>Government: Government systems determine process and power in civil society.</p>	<ul style="list-style-type: none"> • <i>What are the Three Branches of Government</i> • <i>What is the Separation of Powers</i> • <i>What are the Checks and Balances</i> • <i>How do the three branches of government function independently? How do the branches depend on each other?</i> • <i>How is State government different from Country Government?</i> • <i>Is Federalism really better than a centralized government?</i> 	<p>Fairness and Development</p>	<p>Criterion A: Knowing and Understanding</p>
4	<p>**Interdisciplinary- Taught with English Conflict of Interest: The actions of a group or even ONE person can change the cultural identity of a civilization.</p>	<ul style="list-style-type: none"> • <i>What is an economic circular flow model?</i> • <i>What are the causes of War?</i> • <i>How does war impact the people and places involved?</i> • <i>Why should a group get involved in a war?</i> 	<p>Identities and Relationships</p>	<p>Criterion C: Communicating (I and S) All criteria for Interdisciplinary Units</p>
4.5	<p>MN Wax Museum: Social histories of individuals and peoples can shape identities and perspectives</p>	<ul style="list-style-type: none"> • <i>What are important facts to consider from social histories?</i> • <i>How do we honor a person's legacy? What do others have to teach us?</i> • <i>To what extent can one person's social history shape our perspective?</i> 	<p>Orientation in Space and Time</p>	<p>Criterion B: Investigating Criterion C: Communicating</p>

5	<p>Rise of Industry: Global interactions lead to innovation and revolution which causes people to adapted overtime.</p>	<ul style="list-style-type: none"> • <i>What are three major innovations during 1890-1920</i> • <i>What were the positive and negative effects of the assimilation programs for American Indians and Immigrants?</i> • <i>What big businesses had an influence on the development of Minnesota's economy?</i> • <i>Describe the combination of natural resources, machines, and people that spurred the development of the big industries in MN?</i> • <i>How did Global Interactions influence innovation and revolution?</i> • <i>Why did people migrate to Minnesota, and how was this different than previous decades?</i> • <i>Why did people immigrate to Minnesota and how was this different from previous decades?</i> • <i>How did the growth of industry and innovation shape Minnesota's economy?</i> • <i>Did the Industrial Revolution provide progress for all?</i> 	<p>Scientific and Technological Innovation</p>	<p>Criterion B: Investigating Criterion C: Communicating</p>
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3. **Methodology:** Students will learn how to apply social scientists skills in order to examine the lessons that history, geography, economics and political science can teach us. The learning environment consists of all types of instructional methods such as small group stations, reading and analyzing the text through text marking strategies, hands on activities, such a as a mock archeological dig, to better understand what historians have to teach us, in depth research projects, class discussions, vocabulary instruction, analysis of key and related concepts as they pertain to the subject matter and summative projects that require students to show what they know through a variety of options. Students will also be working extensively in Schoology and with Google Apps. In certain cases of inclement weather, e-learning may be used to ensure instruction continues as determined by district decision.



4. Grading Policy: Grading Policy:

A. *General Information:* Grades will be awarded based on the level of mastery described by IB MYP criteria for Individuals and Societies. All graded assignments will be out of 8 “points”, which are aligned to a level of mastery on the IB MYP criterion-based grading scale for this subject area. Rubrics will be used to explain what will be expected of students for each achievement level. Grades will be located in Schoology within each course.

Achievement Level	Letter Grade	Descriptor of performance	Percent as seen in grade book
7-8	A	Excellent, exceptional and extended evidence of performance	87% - 100%
5-6	B	Proficient, consistent, and accurate evidence of performance	62% - 86%
3-4	C	Basic and simple evidence of performance	37%-61%
2	D	Developing/ partial evidence of performance	25%-36%
0-1	NC	Unacceptable or insufficient evidence of performance	0%-24%

Assignments will consist of formative assessments or tasks and summative task(s) for each unit. In the end, only the summative score will be used to report your student’s final term grade; however, an in progress grade will ALWAYS be visible and reported in Schoology so that you know how your student is performing throughout the course. This information will be updated bi-weekly, or every 2 weeks at a minimum. Your student’s gradebook information will reflect this change and a district-approved, school-wide grading scale will be used by all RMS teachers (pictured).

B. Grading Expectations: Students are expected to complete assignments on time in order to receive feedback on learning so that they may reach the highest achievement level. Work turned in late or incomplete will negatively impact overall learning due to a possible delay in feedback even though there is no point penalty for late work. Students will be expected to complete assignments in class, at home, and online. Students may re-do or retake any assignment or assessment before the end of the final grading task, or quarter.

Each advisory teacher will check in with each student and provide feedback in Schoology weeks 3,5, 7, & 9 of each quarter for planner organization, binder organization, engagement (attendance/tardies, grade check, missing work check) and goal setting/reflection. For questions on this, please contact your student's advisory teacher listed on their schedule in Parent Portal.

5. Texts and Resources:

<p>Course text(s):</p> <ul style="list-style-type: none"> ● Northern Lights 	<p>Film(s):</p> <ul style="list-style-type: none"> ○
<p>Audio:</p> <ul style="list-style-type: none"> ● Kami can be used to read the textbook aloud online 	<p>On-line tools:</p> <ul style="list-style-type: none"> ○ Textbook is in PDF form on Schoology (Spanish and English) ○ Kami (textmarking) ○ Google Draw