

Year-at-a-Glance (YAG) --- Grade 6 --- Social Studies --- Minnesota Studies



First Semester	Second Semester
<p>Unit 1: Immigration, Government and Citizenship (30 days)</p> <p>1.1 I can identify the push-pull factors that bring the Hmong, East African, Hispanic, Asian Indian immigrants and refugees to the state.</p> <p>1.2 I can describe the response of Minnesotans to global conflicts and displaced peoples since 1945.</p> <p>1.3 I can define citizenship in the United States.</p> <p>1.4 I can explain the relationship among the three branches of government and the major state and local governmental offices; describe the primary duties associated with them.</p> <p>1.5 I can identify the purposes of Minnesota's Constitution as stated in its Preamble; explain federalism and how the Minnesota Constitution organizes government.</p> <p>1.6 I can compare and contrast the basic structures, functions, and ways of funding state and local governments.</p> <p>State Standard/Benchmarks: 6.3.1.2.1, 6.3.1.2.2, 6.3.1.5.1, 6.3.3.6.1</p> <p>Unit 2: Original Peoples to Statehood Minnesota (40 days)</p> <p>2.1 I can compare and contrast the Dakota and Anishinaabe nations as they and existed and interacted during 17th and 18th centuries.</p> <p>2.2 I can describe the interactions between the Dakota and Anishinaabe peoples and Europeans in the 17th and 18th centuries.</p> <p>2.3 I can discuss the consequences of treaties on the Anishinaabe, Dakota, and settlers in the upper Mississippi River region.</p> <p>2.4 I can describe how and why the United States claimed and settled the upper Mississippi River region in the early 19th century.</p> <p>2.5 I can explain the impact of steamboat transportation and settlement on the physical, social, and cultural landscapes.</p> <p>2.6 I can describe the process of how Minnesota became a territory and state and identify the key individuals, events and groups involved in the process.</p> <p>State Standard/Benchmarks: 6.3.3.8.1, 6.3.3.8.2, 6.3.3.8.3, 6.3.3.9.1, 6.3.3.9.2, 6.3.3.9.3</p> <p>Unit 3: Minnesota Wars 1860s (20 days)</p> <p>3.1 I can describe the causes of the Civil War, including how the debate over slavery and abolition played out in Minnesota.</p> <p>3.2 I can identify the key events of the Civil War in chronological order.</p> <p>3.3 I can describe the experiences of Minnesota soldiers and civilians during the Civil War.</p> <p>3.4 I can explain reasons for the U.S.-Dakota War of 1862.</p> <p>3.5 I can compare the perspectives of settlers and Dakota people before, during, and after the war.</p> <p>State Standard/Benchmarks: 6.3.3.10.1, 6.3.3.10.2, 6.3.3.10.3, 6.3.3.10.4, 6.3.3.10.5</p>	<p>Unit 4: Industrial Minnesota – 1870s to 1920s (30 days)</p> <p>4.1 I can describe national American Indian policy of the late 19th and 20th centuries and its impact on Anishinaabe and Dakota people.</p> <p>4.2 I can analyze how business, industry, natural resources, and innovation influenced Minnesota's economy from 1860 to 1920.</p> <p>4.3 I can analyze migration and immigration in Minnesota society during the late 19th, 20th centuries and 21st centuries.</p> <p>4.4 I can describe the effects of reform movements on the political and social culture of Minnesota in the early 20th century.</p> <p>4.5 I can use and create maps to identify and explain patterns and relationships of cultural, economic, and political activity in Minnesota.</p> <p>4.6 I can use appropriate maps and geographic tools to locate, identify, and describe major physical features and settlement patterns in Minnesota.</p> <p>4.7 I can describe how and why land was used during different time periods in Minnesota history.</p> <p>State Standard/Benchmarks: 6.3.3.11.1, 6.3.3.11.2, 6.3.3.11.3, 6.3.3.11.4</p> <p>Unit 5: Minnesota Economic History from the Great Depression to World War II (25 days)</p> <p>5.1 I can describe the impact of the Great Depression and New Deal in MN.</p> <p>5.2 I can describe the formation of labor unions in Minnesota and the political and social responses to them.</p> <p>5.3 I can describe Minnesotan involvement in WW II I can identify contributions of Minnesota and its people to World War II.</p> <p>5.4 I can apply reasoned decision-making techniques in making choices and determine the impact of individual choices.</p> <p>5.5 I can describe various types of income including wage, rent, interest, and profit; explain the role that the development of human capital plays in determining one's income.</p> <p>5.6 I can describe the movement of goods and services, resources, and money through markets in a market-based economy.</p> <p>5.7 I can explain why federal and state governments regulate economic activity to promote public well-being.</p> <p>5.8 I can give examples of political and economic changes in Minnesota during the Cold War era describe the impact of these changes on Minnesota's people.</p> <p>State Standard/Benchmarks: 6.3.3.12.1, 6.3.3.12.2, 6.3.3.12.3, 6.3.3.13.1, 6.3.3.13.2, 6.3.3.13.3</p> <p>Unit 6: Modern Minnesota (25 days)</p>



	<p>6.1 I can give examples of political and economic changes in Minnesota during the Cold War era.</p> <p>6.2 I can describe civil rights and conservation movements in Post WWII Minnesota, including the role of Minnesota leaders.</p> <p>6.3 I can identify the major Minnesota political figures, ideas, and industries that have shaped or continue to shape the modern United States and Minnesota.</p> <p>6.4 I can describe the establishment and expansion of rights over time, including the impact of key court cases, state legislation, and constitutional amendments.</p> <p>6.5 I can describe the offenses, goal, penalties, long-term consequences, and privacy concerns of Minnesota's juvenile and adult justice system.</p> <p>State Standard/Benchmarks: 6.4.4.22.1, 6.4.4.22.2, 6.4.4.23.2, 6.1.3.4.1, 6.1.4.6.6</p> <p>Unit 7: Research (25 days)</p> <p>7.1 I can pose questions about a topic in Minnesota history.</p> <p>7.2 I can gather a variety of primary and secondary sources related to these questions.</p> <p>7.3 I can analyze sources for credibility, identify possible answers, and use evidence to draw conclusions and present supported findings.</p> <p>7.4 I can evaluate arguments about selected issues from diverse perspectives and frames of reference, noting the strengths, weaknesses, and consequences associated with the decision made on each issue.</p> <p>7.5 I can use graphic data to analyze information about a public issue in state or local government.</p> <p>7.6 I can address a state or local policy issue by identifying key opposing positions, determining conflicting values and beliefs, defending and justifying a position with evidence, and developing strategies to persuade others to adopt this position.</p> <p>State Standard/Benchmarks: 6.3.1.2.1 Unit 7 MYP Resources</p>
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