



City Honors School

AT FOSDICK-MASTEN PARK

William A. Kresse, Ph.D. PRINCIPAL

Alicia E. Barinas ASSISTANT PRINCIPAL

Tandy J. Hamilton ASSISTANT PRINCIPAL

Angela R. Hannah ASSISTANT PRINCIPAL

Social Studies (6th grade)

Teacher: Mrs. Reiss

Email: jreiss@buffaloschools.org

Room: 11

Phone: 816-4230 ext. 1011

Course Overview:

The goal of the sixth grade social studies curriculum is to continue the process of developing knowledgeable, responsible and reflective global citizens. In order to help students reach this goal they learn basic facts about ancient civilizations in the Eastern Hemisphere. We will be looking at the comparisons that can be made between Eastern and Western Hemisphere nations in terms of their history, economies, governments and geography. Students will discover the significant role that geography has played in the development of societies and culture. Technology will be seen in a new light when examined from the perspective of ancient civilizations. I employ various teaching and assessment strategies to ensure that all students have an opportunity to learn and demonstrate their knowledge. Students are encouraged to accept individual challenges and to work with others in shared responsibilities.

MYP/Global Perspectives:

Students will explore how languages, literature, arts, beliefs, and behaviors of diverse groups have influenced culture around the world. Through careful thought and reflections of the humanities content, students will begin:

- To promote self-awareness, knowledge and empathy for an understanding of the world's people
- To encourage students to adopt a proactive role in addressing community and global issues
- To develop an awareness of the world as a set of interdependent systems that undergoes constant change
- To respect and value diversity

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186 EAST NORTH STREET BUFFALO, NEW YORK 14204

TEL 716.816.4230

FAX 716.888.7145





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Major Units of Study:

The following outline is an approximation of the period of time needed to develop each unit. Some overlapping of marking periods may occur.

Marking Period 1:

Why do people live where they do? Do humans control their environment or does the environment control humans? (Eastern Hemisphere and Geography, Neolithic Revolution)

Marking Period 2:

How are social and political institutions structured to address the rights and responsibilities of individuals and groups of people? How do cooperation and conflict influence civilization? (Fertile Crescent, Nile River Valley, Yellow River Valley, Indus River Valley)

Marking Period 3:

How does the interaction among people, technology and the environment influence history? Why do some ideas/works of art stand the test of time? (Ancient Greece, Ancient Rome, Mediterranean Trade Routes)

Marking Period 4:

How do belief systems and religions unify groups of people and affect social order and gender roles? (World Religions)

Text: *The World* - Scott Foresman (Students have online access to the textbook through the Buffalo Public Schools Student Resource page).

Homework Policy:

Homework is due at the **beginning** of the class for full credit. Late work is penalized 10 points each day after the due date. Students will be able to submit any missing work by end of quarter for partial credit.

Students will be told if written homework assignments are going to be collected/graded, or checked/reviewed. In the event there is no written homework assigned, students are expected to review notes and study vocabulary.

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Grading Policy:

Grades are based upon the student's performance on a variety of assessments. I have five categories listed on Infinite Campus and they are weighted equally at 20% each: Warm-Ups, Classwork, Homework, Participation, and Tests/Quizzes.

Warm Ups/Daily Bell Work:

Students will be expected to begin every day with a brief warm-up that reviews previous topics or introduces new material. This task should take approximately 10-15 minutes and is to be completed in class.

Absences:

It is the **responsibility of the student** to make up any missed work. There is a designated area in the classroom for the student to pick up work from the previous day(s) or other missing papers. The student should also speak with the teacher before/during homeroom or before/after class to collect any other work, ask questions for clarification, or arrange to make up a test if necessary on **the day the student returns**.

Extra Help Opportunities:

If it becomes necessary for extra academic intervention, I will make accommodations during the school day.

Method of Communication:

Email is the quickest and easiest way jreiss@buffaloschools.org

I check my email frequently and will typically respond within 24 hours or less.

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