

## City Honors School Grade 5 Writing Syllabus Fall 2009



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### Instructors Names:

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Text - Scott Foresman /The United States

Supplements - Rand McNally Classroom Atlas

We the People

**General Overview:** The goal of the fifth grade social studies curriculum is to begin the process of developing knowledgeable, responsible, and reflective global citizens. In order to help the students reach this goal they learn basic facts of the history of the United States, Canada, and nations in Latin America today. The students will begin to develop an understanding and an appreciation of our democratic form of government and law, a respect for our system of values, and the skills necessary for making decisions in a democracy. Our teaching methods develop students abilities to express ideas clearly, think critically, and acquire the skills needed to become rational, tolerant, and responsible citizens of the world. We employ various teaching and assessment strategies to insure that all students have an opportunity to learn and demonstrate their knowledge. Furthermore, the 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 in the U.S. Through careful thought and reflection of the humanities content students will begin:

- To develop an understanding of how local changes may affect human lives globally
- To promote self-awareness, knowledge, empathy for, and understanding of the world's people
- To encourage students to adopt a proactive role in addressing community and global issues
- To appreciate their own and other people's pasts and traditions
- To develop an awareness of the world as a set of interdependent systems that undergoes constant change
- To develop an understanding of the ways in which environments change through physical as well as human action
- To become aware of the wider world and have a sense of their own role as a world citizen
- To respect and value diversity
- To be willing to act to make the world a more equitable and sustainable place
- To be willing to take responsibility for their actions

**Standards:** Introduction and mastery of a variety of social studies skills are built into each unit of study. Skills developed are: locating and gathering information; interpreting graphic aids; using maps and globes; and understanding time and chronological relationships. The children develop thinking skills and use these skills to understand, interpret, and evaluate information and ideas. In addition, many opportunities are presented for students to practice and further develop reading and language arts skills. They are introduced to various learning strategies to master each skill. The ultimate goal is to develop independent learners that can make thoughtful decisions and can

become well-informed citizens of the United States, as well as becoming responsible members of the global community.

**Grading Practice and Procedures:** Grades will be based upon the student's performance on a variety of assessments, writing assignments, projects, presentations, positive participation, classwork, MYP reflections, and homework.

**Grades:** A 96 - 100 A- 94-95 B+ 92-93 B 90-91 B- 88-89 C+ 86-87 C 83-85 C- 80-82 D 75-79 F 74-  
under. All assignments are to be written legibly using grade appropriate language and usage.  
**Grading Breakdown:** Grades are weighted equally.

**Homework Policy:** Homework will be assigned on a regular basis and will be checked for completion on the day it is due during the scheduled class, not at the end of the day. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED** (please don't ask for extensions, it gives children the wrong idea). Weekends should be used for long term projects and review of previously learned materials. Homework will be graded on a scale with 5 being the highest and 0 the lowest. Every student starts each quarter with 100% as a homework grade and each time an assignment is given, points will be deducted if under 5 points. Therefore, if a student misses/does not complete four assignments during a quarter, his/her homework grade would be 80%. Assignments missed due to illness are to be turned in the day following the absence in the scheduled class period only. All students are responsible for attaining assignments due to illness by checking the weekly homework board or choosing a homework buddy to call at home if necessary. Daily homework assignments are visible in every homeroom and are to be written in the *student planner* at the end of each day. Parents please check to see that the assignments for all classes are written daily in the school planner. Please become concerned if your child states repeatedly that homework is not being assigned, it may be that it has not been written down; E-mail us if this occurs frequently.

**Major Assignments and/or Projects:** One major written/graphic/oral project will be assigned per quarter and your child will be given sufficient notice for completion. Notification of projects will be written by the student in the student planner. We ask that you monitor your child's progress and ask any questions that you may have about a particular project. Rubrics will accompany all major projects for better understanding and clarity of grading. Late projects are penalized 10 points each day after the due date. A printer not working or out of ink is not an excuse - students are required to turn in hand written reports if a printer malfunction occurs.

**Method of Communication:** We prefer to communicate via E-mail; it is the quickest and most direct route. Contact your child's homeroom teacher regarding questions pertaining to social studies.

**Extra Help Opportunities:** If it becomes necessary for extra academic intervention we will make accommodations during the school day. These accommodations will not to be used to make up late work, but to help with the understanding of new concepts.

#### **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**

*Guiding Questions: What is an American? Why do people live where they do?*

**Americans and Our Environment: Overview of US, Geography, Map Skills, Regions of US, Canada, and Latin America Culture, East and West: Ancient Civilizations, Native Americans  
Contact and Exploration: Early Colonization**

#### **Marking Period 2**

*Guiding Questions: 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?*

**Colonization and Conflict: English Colonies, The French and Indian War, Independence and Government: The American Revolution, The Constitution**

**Marking Period 3**

*Guiding Question: How does the interaction among people, technology, and the environment influence history?*

**Expansion and Change: Westward Expansion, Early Industrial Revolution and  
Transportation Slavery and Emancipation: Civil War Reconstruction**

**Marking Period 4**

*Guiding Question: How have conflict and compromise influenced the way of life of the diverse groups and individuals that make up the United States?*

**Immigration and Industry: Changes in Cities, Changes in the West  
Peace and Prosperity: World Wars, Civil Wars**