

Government and Economics – Roosevelt High School 2019-2020

MYP 9th Grade Government - Mr. Farrell – Room 353 - Adam.Farrell@mpls.k12.mn.us

Introduction - Roosevelt High School provides students with challenging and meaningful opportunities to engage in, both academically and through extra-curricular activities. My purpose is to ensure that each student is supported to their highest potential. As a social studies teacher, I have the honor of exploring our local and global community with students and watch as each one develops individual, informed opinions. I will honor each student's unique perspective and encourage students to share their ideas in a safe and engaging environment. I encourage communication from students, families, and support networks to ensure that each student has a safe and challenging learning environment. Our class will engage in thoughtful discussions, challenging projects, and individual development that will help students construct unique views of how our world works.

Course Description –Our semester long class will focus on our country's government. In total, there will be 4 units that go in depth with different subjects. Because the course will take on a broader perspective, important material will inevitably be left out. The course is designed to provide the students with the necessary skills and lenses to continue their learning and successfully explore their interests.

Learner Outcomes – At the end of the semester each student will be able to explain and analyze how different groups of people, political ideologies, systems of government, and specific policies all interact with one another to shape our country. Students will be able to create individual opinions about topics and current events based on the understanding of these relationships.

Evaluation – All assignments will be graded on the Roosevelt High School 8-point scale. Each assignment, project, test, or quiz will evaluate a student's mastery of a specific learning objective.

Scores from student's Formative Assessments (Homework, Classwork, and Participation) will make up 20% of the student grade. Summative Assessments (Essays, Presentations, Tests, Simulation) will be completed at the end of each unit and make up 80% of the course grade for the quarter. **Students must complete each unit summative in order to pass the course.** The grade scale breakdown goes as follows:

Scale	Letter Grade	Descriptor Key Words
7-8	A	<i>Work consistently is...</i> -Extended -Innovative
5-6	B	<i>Work consistently is...</i> -Accurate -Proficient
4	C	<i>Work mostly is...</i> -Adequate -Inconsistent
2-3	D	<i>Work is...</i> -Developing -Limited -Partial
0-1	F	<i>Work is...</i> -Incomplete -Inaccurate -Insufficient Evidence -Unacceptable

Expectations – To protect the safety of all students and to create a productive learning environment, students will...

- Be Prepared
- Be Respectful
- Strive for Continuous Improvement

Government and Economics – Roosevelt High School 2019-2020

Materials – Students will need to come to class with a notebook, folder/binder, writing utensil, and any materials given to them to prepare for an upcoming lesson, unit, or project. These may include readings, written assignments, or information gathered outside of class.

Units – Each unit will include in class assignments, vocabulary assessments, and a large summative assessment.

Government – Unit Titles and Statement of Inquiry
Unit 1 Political Ideology – <i>Ideological conflicts stem from different personal and cultural experiences.</i>
Unit 2 Personal Engagement in Govt – <i>People must develop deep and accurate understandings of topics in order to bring about change through coordinated and organized powers working to improve our policy.</i>
Unit 3 Constitution and Your Rights – <i>People work together to create and grant authority to interdependent government systems to ensure the protection of their rights.</i>
Unit 4 Individual Freedom vs. Public Good – <i>Amendable decisions are made to uphold a balance between conflicting rights of individuals and significant society aims.</i>

Electronic Policy:

Students will be reminded daily to keep phones and headphones away for the entire class period. When students are on their phones in the classroom, the teacher will call a support staff to collect the phone and follow our schoolwide policy for how to pick up the phone and deal with any potential consequences. When situations arise where students need to use a phone, they will clearly communicate this with the teacher beforehand.

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people’s ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student’s Responsibility :

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.

Government and Economics – Roosevelt High School 2019-2020

Late Work Policy – All assignments are due at the beginning of class. Late work will result in a lowering of the grade by one letter. All work not completed before the end of the unit will not earn credit. The expectation is students come prepared to class. Students are responsible for collecting late work and talking with the teacher when they are absent. In the event a student knows he or she will be absent, please see me beforehand to be aware of what will be missed.

Teacher Expectations – Students will receive meaningful and timely feedback on assignments to help them gauge their progress and growth in the class. Students will receive clear expectations for each task assigned in class. Additionally, I will keep students informed of their grades and assignments in all of their classes and work with parents, support networks, and other school staff to ensure student receive the highest level of education.

Printed Parent/Guardian Name

Parent/Guardian Signature

Printed Student Name

Student Signature

Most Sincerely,

Mr. Adam Farrell

Full Scope and Sequence for the course shared below and on our google classroom page for reference.

Mr. Farrell's 9th Grade MYP Government Course Scope and Sequence

Unit	Dates	State Standards	Content Skills/ATL Skills	Statement of Inquiry	Assessment(s) & MYP Criterion Assessed
1	Sept 8th - Oct 7th	9.1.4.8.2 9.1.4.9.1 9.1.4.7.1 9.1.1.1.1 9.1.1.1.2 9.1.1.1.3	<u>ATL Skills</u> -Research - Self- Management -Social <u>Content Skills</u> -Critical Thinking - Communication -Individual Reflection	Ideological conflicts stem from different personal and cultural experiences.	For the Assessment, Students will: Create a visual representation/piece of art work sharing their current political beliefs, reasons for these beliefs, and how they developed these ideologies. These finished products will be shared, seen, and discussed during a gallery walk. MYP Criterion Assessed - Bi, Di, Dii, Div

Government and Economics – Roosevelt High School 2019-2020

2	Oct 8th - Nov 4th	9.1.1.1.1 9.1.1.1.2 9.1.1.1.3 9.1.1.1.4 9.1.2.3.4 9.1.3.4.5 9.1.4.8.2	<u>ATL Skills</u> -Thinking - Communication -Research <u>Content Skills</u> -Source Analysis - Communication -Persuasive Writing	People must develop deep and accurate understandings of topics in order to bring about change through coordinated and organized powers working to improve our policy.	For the Assessment, Students will: Complete a letter written to a local politician regarding a selected issue. They will research different ways to improve the issue and advocate for their stance. MYP Criterion Assessed - Biii, Ciii, Dii
3	Nov 8th - Dec 10th	9.1.2.3.2 9.1.2.3.3 9.1.3.4.1 9.1.3.4.2 9.1.3.4.3 9.1.4.6.1 9.1.4.6.2 9.1.4.6.3 9.1.4.6.5 9.1.4.6.7	<u>ATL Skills</u> -Social - Communication -Thinking <u>Content Skills</u> -Knowledge Construction - Communication -Problem Solving	People work together to create and grant authority to interdependent government systems to ensure the protection of their right	For the Assessment, Students will: Create a children's story sharing their understanding of the Constitution and our system of government in the United States. MYP Criterion Assessed - Ai, Aii, Cii
4	Dec 13th - Jan 27th	9.1.2.3.1 9.1.2.3.5 9.1.3.4.4	<u>ATL Skills</u> -Thinking -Self- Management -Research <u>Content Skills</u> -Research Cycle -Persuasive Writing -Source Analysis	Amendable decisions are made to uphold a balance between conflicting rights of individuals and significant societal aims.	For the Assessment, Students will: Complete a research project where they analyze a supreme court case to create and support a thesis regarding the balance between individual rights and larger societal aims. MYP Criterion Assessed - Bii, Biv, Ci, Diii