

Individuals & Societies US History MYP RHS 2022 - 2023

Tamie Fritz

tamie.fritz@mpls.k12.mn.us

Room 113

Days/Times of Class: As per RHS schedule

Link to [Staff Homepage](#)

Course Overview:

Individuals & Societies MYP United States History 10 seeks to inspire, debate, cooperate, and reason through critical thinking, analysis and synthesis of history as a group. Knowing and Understanding, Investigating, Communicating, and Thinking Critically are the four criteria used to assess student growth.

Due Dates

Assignments due dates are found on the GC postings and in the gradebook. No late work is accepted for points. Students are expected to ask for an extension if unable to meet the deadline. Assignments with teacher-granted extensions are not considered late work.

Attendance (district policy)

See district policy.

Grading

- used in formative assessments.
- [MYP Assessment Criteria](#) A, B, C, and D used in summative assessments.
- 80 summative / 20 formative grade breakdown
- 2-1-0 homework checks & other smaller assignments (mostly for completion or practice, not measurement or growth per se) 2= complete; 1= partially; 0= incomplete
- Some formative assessments will be graded as per the RHS 8 point grading scale
- **All summative assessments are required to pass the class;** student must have attempted assessments and received a 2 or higher (out of 8 on the rubric) to pass the assessment. Each summative assessment has it's own specific assessment criteria and strands to measure achievement.
- Each student has one attempt at summative assessments.



RHS 8-point Grade Scale for 2021-2022

Scale	Letter Grade*	Percentages	Descriptor Key Words for Non-MYP Courses	Description Explanation for Non-MYP Courses
8 - 7	A	100% - 87%	Work consistently is... Extended Innovative	7-8 Produces high-quality, frequently innovative work. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations; contexts can be familiar or unfamiliar.
6	A-	86% - 75%		6- Produces high-quality, occasionally innovative work. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in challenging familiar and unfamiliar classroom and real-world situations, often with independence.
5	B	74% - 63%	Work consistently is... Accurate Proficient	5- Produces generally good to high-quality work. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in challenging familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	C	62% - 50%	Work mostly is.... Adequate Inconsistent	4- Produces acceptable to good quality work. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations; sometimes inconsistent 3- Produces work of an acceptable quality. Begins to demonstrate basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations; often inconsistent
3 - 2	D	49% - 25%	Work is... Some Developing Limited Partial	2-Produces work of limited quality. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills; infrequently applies knowledge and skills. -Limited application and success using foundational skills, with scaffolding and/or teacher support 1- Produces work of very limited quality. Very rarely demonstrates critical or creative thinking. Very inflexible; rarely uses knowledge or skills.
1 - 0	F	24%-0%	Work is.. Incomplete Unacceptable Inaccurate Insufficient evidence	-No Evidence of understanding -Did not attempt or no correct understanding was shown -Did not meet criteria



Inclusion Practices

Student accommodations and modifications will be met by the teacher. Please contact the teacher with questions and concerns to best address the needs of every student.

Units of Study:

Quarter 1

Unit 1: Worlds Converge: Evolutions

Statement of Inquiry Perspectives influence understandings of the causes and effects of interactions between civilizations and cultures.

Global Context Orientation in Time and Space

Related Concepts Civilization, Perspective, and Culture

Summative Assessment Multiple Perspective Colonial Interactions - Dialogue or Comic

Unit 2 Title: Revolution: Experiments in Self-Government

Statement of Inquiry Economic, political, and cultural conflicts caused the struggle between ideologies, forming a unique American system of rights and laws.

Global Context Fairness and Development

Related Concepts Governance, Ideology, and Significance

Summative Assessment Constitutional Convention Simulation

Quarter 2

Unit 3 Title: Expansion and Incursion

Statement of Inquiry Privilege can blind us to the impact of our decisions on others.

Global Context Fairness of Development

Related Concepts Conflict and Identity

Summative Assessment Mexican - American War Role Play

Unit 4 Title: Crisis and Reform

Statement of Inquiry Conflict changes relationships and can lead to new perspectives.

Global Context Identities and Relationships

Related Concepts Causality, Interdependence, Conflict

Summative Assessment Reconstruction: Structured Academic Controversy

Quarter 3

Unit 5 Title: Industrial Revolution and Immigration

Statement of Inquiry Interaction between technical innovation and immigrants contributed to the formation of a new national identity.



Global Context Scientific and Technical Innovations
Related Concepts Innovation and Revolution
Summative Assessment Document-Based Question

Unit 6 Title: The Great Depression and the New Deal

Statement of Inquiry In response to multiple systematic failures the federal government struggled to redefine its roles and powers.

Global Context Globalization and Sustainability
Related Concepts Governance and Cooperation
Summative Assessment Document-Based Question

Unit 7 Title: World War II

Statement of Inquiry American perspectives and ideologies positively and negatively affected interactions that contributed to WWII.

Global Context Personal and Cultural Expression
Related Concepts Ideology and Perspective
Summative Assessment Socratic Seminar

Quarter 4

Unit 8 Title: The Cold War and Its Conflicts

Statement of Inquiry Mistaking ideology for identity can create global conflict.

Global Context Identities and Relationships
Related Concepts Governance and Ideology
Summative Assessment Document-Based Question

Unit 9 Title: Race, Rights and Rebellions

Statement of Inquiry Power and authority determine our idea of fairness but the struggle to communicate self-determined identity by oppressed groups changes a society.

Global Context Fairness and Development
Related Concepts Identity, Culture, and Conflict
Summative Assessment Research Project

RHS Academic Honesty Policy

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.