



**Thornton High School**  
 9351 North Washington • Thornton, CO 80229  
 Office: (720) 972-4800 • Fax: (720) 972-4999  
<http://www.thorntonh.adams12.org>



## Global Politics - 9<sup>th</sup> Grade U.S. Government/Economics Syllabus

<b>School Year</b>	2017-2018	<b>Teacher Name</b>	Andres Martinez
<b>Classroom</b>	M1 B	<b>Email Address</b>	andres.martinez@adams12.org
<b>Phone</b>	720-972-4856	<b>Hours Taught</b>	1 <sup>st</sup> , 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup>

Course Name	MYP U.S. GOVERNMENT/ECONOMICS– 3901		
<b>Course Description</b>	<p><b>U.S. Government</b>—This survey course is the first year of a two-year interdisciplinary <b>Global Humanities &amp; Civics</b> standard level IB Middle Years Program (see below) social studies 9<sup>th</sup> &amp; 10<sup>th</sup> grade course. The emphasis for this part of the two-year course will be on U.S. Government &amp; Economics which will examine the structure &amp; functions of the U.S. government and economics through a thematic approach. These themes are: <i>Identity, Power &amp; Sovereignty, National Membership &amp; Identity, &amp; International Relationships</i>. Specific topics will include: <i>constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process, structure and function of state and local governments, foreign policy, principles of microeconomics, the U.S. economic system, comparative economic &amp; political applied systems and theory.</i></p> <p><b>International Baccalaureate (IB) Humanities, Middle Years Program</b> courses aim to develop the understanding and application of concepts (time, place and space, change, systems and global awareness) and skills (technical, analytical, problem solving, and investigative). Content may include topics such as geography, history, economics, politics, civics, sociology, anthropology, and psychology.</p>		
Unit of Study	Grade Level Expectations/Content Standards	Approximate Time Spent or Percent of time Spent	Targeted Date of Assessment
<b>1-Identity</b>	MYP Criterion C- Communication D-Thinking Critically and Criterion Content Standards: Civics 1- Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies Econ 1- Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources. Econ 4- Design, analyze, and apply a financial plan based on short-and long-term goals Econ 5- Analyze strategic spending, savings, and investment options to achieve the objectives of diversification, liquidity, income, and growth. Econ 6- The components of personal credit to manage credit and debt. Econ 7- Identify, develop, and evaluate risk management strategies Hist 2- The key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time. Geo 3- The interconnected nature of the world, its people and places	6 weeks	Quarter 1
<b>2- Power and Sovereignty</b>	MYP Criterion A-Knowledge and Understanding and Criterion C- Communication Content Standards: Civics 2- Purposes of and limitations on the foundations, structures, and functions of government Civics 3- Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government. Econ2- Economic Policies affect markets	9 weeks	Quarter 2
<b>3- National Membership and Identity</b>	MYP Criterion B-Investigating and Criterion D-Thinking Critically Content Standards: Civics 1 Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies- Civics 2- Purposes of and limitations on the foundations, structures, and functions of government Econ1- Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources. Geo1 - - Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions His 1- Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.	9 weeks	Quarter 3
<b>4- International Relationships and Development</b>	MYP Criterion A-Knowledge and Understanding B-Investigating Content Standards: Civics 3- Analyze how public policy- domestic and foreign- is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government. Econ1- Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources. Econ 3- Government and Competition affect markets Geo 2- Explain and interpret geographic variables that influence the interactions of people, places, and environments Geo 3- The interconnected nature of the world, its people and places His 1- Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.	9 weeks	Quarter 4



**Thornton High School**  
 9351 North Washington • Thornton, CO 80229  
 Office: (720) 972-4800 • Fax: (720) 972-4999  
<http://www.thorntonh.adams12.org>



Grading Scale		Grade Percentages/Weights		On group projects, students will receive a grade for individual work and a group grade	
<b>A</b>	90-100	<b>Summative Assessments &amp; Projects</b>	<b>80%</b>	<b>Individual Grade</b> 80%	
<b>B</b>	80-89	<b>Formative Assessments &amp; Projects</b>	<b>20%</b>		
<b>C</b>	70-79	*Weekly progress grades are posted at <a href="https://ic.adams12.org/campus/portal/adams12.isp">https://ic.adams12.org/campus/portal/adams12.isp</a>		<b>Group Grade</b> 20%	
<b>D</b>	60-69				
<b>F</b>	59 or below	Grades are based on achievement of Content Standards and Grade Level Expectations.			

### Class Expectations

THS prides itself on offering a world-class learning experience. We look for students to internalize the [IB learner profile](#) which involves conducting ourselves as model global citizens - which we will study in depth in this class. In short, we treat all with respect, dignity, and fairness and advocate accordingly by, among other things, holding each other to the highest personal and professional and academic expectations and taking appropriate action for the dignity of yourself and fellow global citizens and for fairness. Respecting others shows respect for yourself.

### Student Expectations

**Take Responsibility - “6 P’s” - Good students exhibit a P.M.A., Participate & are Prompt, Prepared, Polite, & Productive.**

- You are **prompt** (on time) for classes, appointments, and assignments/homework and in your seat at the bell every day.
- You are **prepared** for school and class by using good attending skills that include; wearing your school ID around your neck while in the building, being in your seat at the bell/beginning of class, and ready to engage with completed assignments, notebook/paper, and pencil or pen every day and without being asked or reminded and not allowing private discussion, electronic devices, or other things to detract from class activities.

**Honor Each Other**

- You are consistently **polite**, honest, and respectful to others and work to build quality professional relationships.

**Strive for Success**

- You **produce** work that demonstrates your skills, abilities, best effort, and overall hard and thoughtful work.
- You actively **participate** in all classroom activities.
- You work to maintain **a positive mental attitude**. School should be fun and interesting - but it also involves much hard work and intense intellectual focus. for example, It is your responsibility to engage in class work consistently. Another example - make an appointment with the instructor to discuss missed assignments/activities **before** any absences if possible.

### Grading

- Grades are based upon the demonstration of proficiency on units associated with a standard given during each formative or summative assessment. Formative grades in addition to summative unit assessments will be used to holistically determine your grade. All assessments will be graded based on teacher/district/state/International Baccalaureate rubrics. **Missing or incomplete assignments/assessments for this course:** Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.
- **Summative: 80%** Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.)
  - If no attempt to take a summative assessment has been made, a “no evidence” (NE) grade will be recorded until the assessment is completed. NE shall be defined as not attempting the assessment or not being present for the assessment. NE will be equal to 0%.
  - In order to receive a passing grade, a student must attempt ALL summative assessments.
  - The presence of an NE grade for any summative assessment at the end of a grading period will result in a grade of F for the course, regardless of performance on other assessments.
- **Formative: 20%** Formative assessments measure the scaffolding skills and/or content embedded in the unit. Formative assessments are taken frequently, after a student has practiced a skill or become familiar with content. Examples of formative assessments include but are not limited to exit tickets, paragraphs, oral check for understanding, warm-ups, stages in a large project, in-class and homework assignments, etc.