



Thornton High School
 9351 North Washington • Thornton, CO 80229
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<http://www.thorntonh.adams12.org>



School Year	2017-2018	Teacher Name	Jennifer Saunders
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Course Name		MYP US Government and Economics	
Course Description		<p>U.S. Government—Comprehensive courses provide an overview of the structure and functions of the U.S. government and political institutions and examine 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. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics. Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles may be presented in formal theoretical contexts, applied contexts, or both.</p> <p>International Baccalaureate (IB) Humanities, Middle Years Program 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
1-Identity	MYP Criterion C-Thinking Critically and Criterion D-Communication 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.	9 weeks	



	<p>Econ 7- Identify, develop, and evaluate risk management strategies</p> <p>Hist 2- The key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.</p> <p>Geo 3- The interconnected nature of the world, its people and places</p>		
2- Power and Sovereignty	<p>MYP Criterion A-Knowledge and Understanding and Criterion B- Investigating</p> <p>Content Standards:</p> <p>Civics 2- Purposes of and limitations on the foundations, structures, and functions of government</p> <p>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.</p> <p>Econ2- Economic Policies affect markets</p>	9 weeks	
3- Membership and National Identity	<p>MYP Criterion A Knowledge and Understanding and Criterion D- Communicating</p> <p>Content Standards:</p> <p>Civics 1 Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies-</p> <p>Civics 2- Purposes of and limitations on the foundations, structures, and functions of government</p> <p>Econ1- Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources.</p> <p>Geo1 - - Use different types of maps and geographic tools to analyze features on Earth to Investigate and solve geographic questions</p> <p>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.</p>	9 weeks	
4- International Relations	<p>MYP Criterion B-Investigating and Criterion C-Thinking Critically</p> <p>Content Standards:</p> <p>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.</p> <p>Econ1- Productive resources- natural, human, capital- are scarce; therefore choices are made about how individuals, businesses, governments, societies allocate these resources.</p> <p>Econ 3- Government and Competition affect markets</p> <p>Geo 2- Explain and interpret geographic variables that influence the interactions of people, places, and environments</p>	9 weeks	



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

Class Expectations
<p>Missing or incomplete assignments/assessments for this course: Superintendent Policies 6280 Homework and 6281 Make-Up Work, will be followed for this course.</p> <p>If you are unable to complete a task for whatever reason, or if you are experiencing difficulty with the course, it is an expectation that you attend either after-school tutoring or make time to meet with Ms. Haden at a set time.</p> <p>Missing Assignments due to Absence: It is your responsibility to make an appointment with me to discuss missed assignments</p>
Student Expectations
<p>Student Expectations: SEE THE HOUSE PHOENIX EXPECTATIONS</p> <p>Take Responsibility</p> <ul style="list-style-type: none"> Students are prompt (on time) for their classes and appointments Students must be inside the class when the bell rings Students more than 10 minutes late will be marked absent More than one tardy a week is considered excessive Students arrive prepared for class with completed assignments, Civics booklets, paper and a blue or black pen. <p>Honor Each Other</p> <ul style="list-style-type: none"> Students are polite to each other and to adults <p>Strive for Success</p> <ul style="list-style-type: none"> Students produce work that demonstrates their skills and abilities <p>Students actively participate in classroom activities</p> <ul style="list-style-type: none"> Students come to class with a positive mental attitude <p>School ID: You are required by district to wear your school ID – it should be visible and above the waist. You will not be allowed to leave my room, for any reason, without it!</p>
General Expectations
<ul style="list-style-type: none"> 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. Summative: 80% Summative measures of achievement are taken when unit master is expected. (i.e., unit tests, culmination of a project, embedded assessments, etc.) 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, etc. Assessments will be graded based on teacher/district/state/International Baccalaureate rubrics.



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