**I.B. US. Government - Syllabus**

The United States Government course is designed to fulfill the Social Studies Content Expectations for the state of Michigan. The students are required to pass this course in order to fulfill graduation requirements. The classes will include interactive lectures, discussions, readings, research, documentaries and presentations. At the end of the semester the students will have a final research project and a final exam. *U.S. Government forms a perfect marriage with the ideals of the IB program. International mindedness, inquiry-based learning, respect and understanding of our diverse world are core to the philosophy of the class. We will also emphasize the attributes of the IB learners.*

***Units***

**Conceptual Foundations of civic and political life**

Power and Authority

Forms of Legitimacy – Max Weber

Forms of Government

*Summative assessment – Unit 1*

*Comparative Government Report*

**Origins and Foundations of Government**

Purpose & origins of government

Beginnings of self-government

Creation of the Constitution

Major principles of the Constitution

*Summative assessment – Unit 2*

*Primary Source document analysis – OPVL*

**Structure and Functions of Government**

The national legislature

Responsibilities of congress

Powers of congress

How a bill becomes a law

Structure and functions: Supreme Court, federal courts and state courts

*Summative assessment: Student designed lesson*

**U.S. and World Affairs**

Economic policies: system of taxation, government spending

Foreign policies: international relationships

Defense agencies

*Summative assessment 4 – foreign policy “white paper***”**

**Citizenship in the U.S.**

Citizenship: Privileges and Immunities

Due Process

Equal Protection

Powers of congress

*Summative assessment Unit 5*

*Observation Report*

**Final Research Project** Students will create a research question about a topic related to Government, write a report and share findings with the class at the end of the semester

**Extra Credit**

To signify that you actually read this syllabus with your parent guardian, and to receive 5 bonus extra credit points, you and your parent/guardian should form a heart with one hand each in the syllabus selfie (your hand and your parent/guardian’s hand each form half of the heart).

***MYP Subject Area 3: Individuals and Societies***

**Aims:**

*The aims of all MYP subjects state what a teacher may expect to teach and what a student may expect to*

*experience and learn. These aims suggest how the student may be changed by the learning experience.*

*The aims of MYP individuals and societies are to encourage and enable students to:*

* *appreciate human and environmental commonalities and diversity*
* *understand the interactions and interdependence of individuals, societies and the environment*
* *understand how both environmental and human systems operate and evolve*
* *identify and develop concern for the well-being of human communities and the natural environment*
* *act as responsible citizens of local and global communities*
* *develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies and the environments in which they live.*

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| **Criterion** | **Description** | **Objectives** |
| A: Knowing and understanding | Students develop factual and conceptual knowledge about individuals and societies. | Students should know:  i. use terminology in context  ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations, and examples. |
| B: Investigating | Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. | Students should know:  i. formulate a clear and focused research question and justify its relevance  ii. formulate and follow an action plan to investigate a research question  iii. use research methods to collect and record relevant information  iv. evaluate the process and results of the investigation. |
| C: Communicating | Students develop skills to organize, document, and communicate their learning using a variety of media and presentation formats. | Students should know:  i. communicate information and ideas using an appropriate style for the audience and purpose  ii. structure information and ideas in a way that is appropriate to the specified format  iii. document sources of information using a recognized convention. |
| D: Thinking critically | Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. | Students should know:  i. discuss concepts, issues, models, visual representation, and theories  ii. synthesize information to make valid arguments  iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations  iv. interpret different perspectives and their implications. |

MYP assessments use achievement levels to describe student performance.  MYP assessments occur at the end of units of inquiry in MYP courses. Families can find these scores in powerschool under the “standards” tab and on the semester report cards.

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| **Achievement Level** | **Level Descriptor** |
| 7-8 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. 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 |
| 5-6 | Produces generally good-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 3-4 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 1-2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 0 | No evidence of meeting the standard |

Teachers will use the following conversion table when they are converting a MYP achievement level to traditional percent grade.

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| --- | --- |
| **MYP Achievement Level** | **Powerschool Percentage** |
| 8 | 100% |
| 7 | 93% |
| 6 | 88% |
| 5 | 83% |
| 4 | 78% |
| 3 | 73% |
| 2 | 60% |
| 1 | 50% |
| 0 | Below 50% |