

# Mount Vernon High School Home of the Majors

*"Majors achieve and thrive together with purpose and pride."*



#ProudMajors

# Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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<b>P.R.I.D.E.</b>	<b>IB Learner Profile</b>	<b>WITHIN OUR SCHOOL</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>Communicators</li> <li>Inquirers</li> <li>Knowledgeable</li> <li>Reflective</li> <li>Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>Majors walk with a purpose and; with the goal of arriving to class on-time.</li> <li>Majors aim to</li> <li>Majors are available to engage in all aspects of the learning process.</li> <li>Majors advocate appropriately when they need assistance (academic, behavior, social/emotional).</li> <li>Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>Balanced</li> <li>Caring</li> <li>Communicators</li> <li>Principled</li> <li>Reflective</li> </ul>	<ul style="list-style-type: none"> <li>Majors use appropriate tone of voice, word choice/language and body language.</li> <li>Majors are mindful of their environments and conversations.</li> <li>Majors respect the boundaries and personal space of others.</li> <li>Majors greet each other and return greetings to others.</li> <li>Majors follow the expectations set forth by teachers in their classrooms &amp; the SR&amp;R.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>Balanced</li> <li>Communicators</li> <li>Open mindedness</li> <li>Principled</li> </ul>	<ul style="list-style-type: none"> <li>Majors are truthful and courageous enough to communicate with staff/peers.</li> <li>Majors are responsible and accountable for their actions and success.</li> <li>Majors are mindful of others and respect diverse perspectives.</li> <li>Majors are aware of their behaviors and how their behaviors can impact others.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>Communicators</li> <li>Inquirers</li> <li>Knowledgeable</li> <li>Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>Majors are committed and present in the moment.</li> <li>Majors follow through with assigned tasks.</li> <li>Majors complete tasks to the best of their abilities.</li> <li>Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>Balanced</li> <li>Inquirers</li> <li>Communicators</li> <li>Knowledgeable</li> <li>Reflective</li> <li>Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>Majors show maximum effort in all that they do.</li> <li>Majors strive to create balance between school and home and minimize distractions.</li> <li>Majors self-reflect as they grow and develop into life-long learners.</li> <li>Majors are able to self-regulate their actions in order to accomplish goals.</li> <li>Majors are team players and are always willing to lend a hand.</li> </ul>





GOVERNMENT

**Good evening and welcome!**

**My name is Cindy Hooper and I am your student's Government 10 teacher for this school year! I have been teaching for over 25 years and I have taught on every level; elementary, middle and high school. I am very excited to be a Major this year!**

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## Curriculum Overview

**Welcome to Government 10:** Government 10 will examine the structure and functions of the American system of government, including state and local governments. The course focuses on the decision-making processes of American democracy, including the student's role as a citizen. It will incorporate the requirements of the Fairfax County Public Schools program of studies in the following areas: civic life, political culture, principles of American constitutional government, public policy, civil liberties and civil rights, and skills for participating in civic life.

- Unit 1: Affirming Student Identity & Why and How We Study Government
- Unit 2: Origins & Foundations
- Unit 3: The US Constitution & Federalism
- Unit 4: Political Parties & Policy & Campaigns & Elections
- Unit 5: Legislative Branch
- Unit 6: Executive Branch
- Unit 7: Judicial Branch
- Unit 8: Rights & Liberties

***The successful completion of this course is required for high school graduation.***

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## Recommended Supplies for Class

### Course Materials:

- 3 Ring Binder (if you are unable to obtain a binder please see me and we will get you a binder)
- Pen/Pencil
- Computer/Tablet & Charger

### Textbook:

Our class will use an online textbook Magruder's American Government, Virginia edition. (Pearson). Students will also be given supplement readings which include both primary and secondary sources.

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## Procedures and Routines for the Classroom

Our school-wide expectations that we follow are represented in our PRIDE (Preparation, Respect, Integrity, Determination, and Excellence) grid. All teachers and students will engage in the MVHS Squad (Positive Behavior) System in which students receive points for positive behaviors aligned with our PRIDE grid. In addition, Social and Emotional Learning will be embedded in the curriculum, with an emphasis on the following five core values: Self -Awareness, Self -Management, Social Awareness, Relationship Skills, & Responsible Decision Making.

**MVHS P.R.I.D.E. grid [HERE](#).**

### Discipline Tier (If Necessary):

- 1. Warning (Verbal) - Parent Call or Email - the teacher will verbally alert the student to the classroom policy in question and contact parents.**
- 2. Detention - Parent Call or Email - the teacher will assign a 15 minute detention and contact parents.**
- 3. Detention - Parent Call or Email - the teacher will assign a 30 minute detention and contact parents.**
- 4. School Referral to Subschool - Parent Call or Email - The teacher will write a referral to the appropriate subschool administrator and contact parents.**

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## Grading and Assessments

### *Grade Weighting*

- **Formative Assessments 40%**
- **Summative Assessments 60 %**

If a student turns in an assignment and earns an F (63% or lower), the grade will be recorded in SiS as an F and will equal 0.7. If a student does not turn in an assignment, it will be coded as NTI (Not Turned In) in SiS and will equal 0. Work marked as NTI can be submitted until the end of the unit.

Grades will be determined by a student's proficiency level on common standards-based assessments, benchmarking, and rubrics based on the type of learning each essential standard requires to support student engagement.

The grade earned at the end of the school year will indicate the level of achievement in accordance with the POS or other designated curriculum.

Assignments will be graded and grades will be posted within 7 school days after the due date with the understanding that major projects/papers may require additional time to ensure quality feedback.

All courses will give a final exam or, preferably, a culminating activity, which may count as a maximum of 10% of the final grade. Senior final exams will be given on scheduled senior exam days; likewise, underclassmen final exams will be administered on underclassmen exam days at the end of the year.

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## Attendance

**All students are expected to attend class regularly. Students should report to class on time. If students are tardy, they are to report their subschool for a tardy slip. Excused tardies are updated in the subschool with parent notification..**

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