



Senior Seminar

Ed Easton

Room 70

ed.easton@district6.org

(541)494-6250

Parent/Student Resources

Synergy web address for parents: www.vue.district6.org

CAHPS web site: www.cahps.district6.org

Crater Campus web site: www.cratercomets.com

Course Overview

- Senior Seminar in CAHPS is a required class during the second and third trimester of the senior year. Topics studied include Economics, Civics and Government, Financial Literacy, CAHPS Internship, and the Senior Project.
- Economics/Government is a required class that covers the basic principles of economics and the workings of the federal, state, and local government. Basic economic and governmental systems will be compared, and emphasis will be placed on examining and discussing current topics in economics and government. In addition, CAHPS students will receive instruction in Financial Literacy.
- During the second trimester, seniors will work in an internship during their English/Senior Seminar block each Wednesday. The purpose of the internship is to provide students with real-world, job shadow experiences as they prepare for college and career success. Partnership with a mentor in the community gives students a chance to see career fields they may be interested in pursuing. There will be weekly, monthly, and summative assignments related to the internship experience.

Content Covered/Course Learning Targets

Economics: *Students will be able to...*

- Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.
- Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.
- Explain economic challenges to growth in developing countries.
- Compare and contrast methods of business organization.
- Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index, inflation) describe the condition of the economy.
- Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.
- Explain how the American labor system impacts competition and trade in domestic and world markets.
- Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.
- Explain the function of the stock market.
- Explain business cycles and how they affect producers and consumers.
- Describe the “circular flow” of economic activity and the role of producers, consumers, and government.

Civics and Government: *Students will be able to...*

- Analyze and critique the impact of constitutional amendments.
- Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.
- Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.
- Examine functions and process of United States government.
- Evaluate how governments interact at the local, state, tribal, national, and global levels.
- Examine the structures and functions of Oregon's state, county, local and regional governments.
- Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.
- Describe United States foreign policy and evaluate its impact on the United States and other countries.
- Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, Marbury v. Madison, Bill of Rights, Constitutional amendments, Declaration of Independence).
- Explain the role of government in various current events.
- Explain the responsibilities of citizens (e.g., vote, pay taxes).
- Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

Financial Literacy: *Students will be able to...*

- Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt."
- Explain and analyze the kinds and costs of insurance.
- Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.
- Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.
- Identify and explain different opportunities for investment and draw economic conclusions from market data.
- Demonstrate the ability to prepare and file simple state and federal tax forms.
- Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).
- Compare and contrast of various types of loans available and how to obtain them, including student loans
- Describe advantages and disadvantages of on-line banking options.
- Explain how to prepare a budget that allows for "living within one's means."

Social Science Analysis: *Students will be able to...*

- Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- Demonstrate the skills and dispositions needed to be a critical consumer of information.
- Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.
- Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
- Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

Grading

65% of Grade (weighted)–“Mastery of Learning Targets” as demonstrated by:	35% of Grade (weighted)-“Application of Learning” as demonstrated by:
Tests/ Quizzes/ Check-Ins (50% of total grade) Targeted Assignments (15%)	Performance Tasks (35% of total grade) (Examples of Performance Tasks: Research Papers/Socratic Seminar Discussions/ Individual/Group Presentations)

Additional assignments (practice) will be given to aid students in practicing the skills necessary to succeed on quizzes, targeted assignments, and writing projects. These assignments will not be graded, but must be completed before a project can be revised and submitted for re-grading.

Late Policy

Assignments turned in late will receive half credit for one week; after one week, assignments will be worth $\frac{1}{4}$ credit until the end of the trimester. The only exceptions to this policy are for students with excused absences (upon return from an excused absence, students will have the same number of days they missed school to make up the work) and for essential assignments (assignments that **MUST** be turned in **AND PASSED** to pass the class—essential assignments may receive more than half credit even if turned in late).

Essential Assignments

Tests, quizzes, projects, and some assignments will be designated as “essential assignments.” That means those items must be completed at a passing level before the student can pass the course—even if the student’s overall grade percentage indicates a passing grade.

Senior Project

The Senior Project in CAHPS consists of two components: the internship/CAHPStone Project, and the Be the Change Project. Students will complete these projects during the second and third trimesters.

Successful completion of the internship, CAHPStone Project, and Be the Change Project are CAHPS graduation requirements.

Learning Behaviors

In addition to academic grading, your student will be assessed on three behavioral categories:

- 1) Teamwork
- 2) Personal Management
- 3) Striving for Quality, Precision, and Accuracy

Students will be assessed on whether they “meet” or “don’t meet” these criteria; no letter grade is associated with this assessment of the learning behaviors.

Student Responsibilities: Success in Senior Seminar requires students to **reflect** on their writing process, **strive** to improve their skills and learn new skills, and **apply** their learning to a wide variety of writing tasks. In today’s world, the ability to communicate effectively is crucial to success. To be successful, students must:

1. **Students are expected to Be Safe, Be Respectful, and Be Responsible.**
2. Stay **actively involved** in class, **ask questions, contribute** to discussions
3. **Complete all assignments.** All assignments are designed to help you learn. They are not busy work.
4. **Ask for help and ask questions** of fellow students (when appropriate) and the teacher (when appropriate) when you are confused or don’t understand.
5. **Do not distract** self and/or others students from the opportunity to learn.
6. **Follow the guidelines** set by the school and the district student behavior code, a cell phone referral will be issued as per CAHPS discipline policy.
7. Come to class **on time and prepared** with materials.
8. Remember that cell phones and other electronic devices should be OFF & out of sight unless explicitly teacher approved for a given activity & then it must only be used in the manner approved. If such devices are out or disrupt class by ringing.
9. Students **MUST** avoid academic dishonesty, including **cheating** and **plagiarism**.
10. All policies in the CAHPS student handbook must be followed as written.

Parents: If you need to contact your student for an emergency or other reason during the school day, outside of our lunch period. PLEASE call the school phone number (541) 494-6250 and your student will be contacted. Please do not call or text your student’s cell number during class because it causes disruption of the learning environment.

The simplest way to reach me is by e-mail at ed.easton@district6.org or by calling the CAHPS office; I try to answer messages within 24 hours. I am available for parent questions and meetings between 8:00 AM and the beginning of the school day, and during my prep period (1st Period). I am available to work with students before and after school, and during lunch by appointment.

Senior Seminar Syllabus Acknowledgement Form

Note: Please read this syllabus carefully and sign it, have your parents/guardians read it and sign it, and return this portion to me by Monday, September 9, 2013. Be sure to place the rest of this document into your binder for Senior Seminar.

I have read and understand the course expectations and policies:

Print Student Name (Please print neatly)

Student Signature

You, your daughter/son, and I are partners in your students' education. You can help him/her succeed by checking with them as often as possible about their progress and looking with them at their assignment completion and/or needs. Please also plan on attending parent/student teacher conferences March 19th & 20th. Contact me any time with questions or concerns.

Parent/Guardian Signature

Parent/Guardian Email – please print neatly

Best Phone Number(s) to reach you

First preference: _____

Second option (if available): _____

It is often easiest to call during the day, is it okay to call you at work if there is something I would like or need to talk to you about your student? Yes No

If yes, work number: _____