



Senior Seminar – Course Syllabus

2016 – 2017

Instructor: **Andrew Ensslin**

Room 73

E-mail: andrew.ensslin@district6.org

Phone: **541-494-6312 (CAHPS main phone line)**

Parent / Student Resources:

Synergy Web Address: <http://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.

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:

<p>65% of Grade (weighted)–“Mastery of Learning Targets” as demonstrated by:</p>	<p>35% of Grade (weighted)-“Application of Learning” as demonstrated by:</p>
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Tests/ Quizzes/ Check-Ins (50% of total grade)	Performance Tasks (35% of total grade)
Targeted Assignments (15%)	(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 ¼ 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.

Attendance:

As with all CAHPS classes, attendance is paramount for learners to maximize their understanding and subsequent application of key course material; being physically and mentally present allows a student to work with the instructor in order to achieve mastery of all necessary skills and knowledge. Missing even one day of class can cause a student to also miss critical information and cooperative learning opportunities. If a student misses a class session, it is the student’s responsibility to ensure that all work is submitted to me on time. It is also the student’s responsibility to make alternate arrangements with me in the case of extenuating circumstances.

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) 494-6312 and your student will be contacted. Please do not call or text your student's cell phone during class because it causes disruption to your and other students' learning.

The simplest way to reach me is by email at andrew.ensslin@district6.org. Please allow at least 24 hours for me to send a response to your inquiry. If you wish to meet in person, I will be glad to do so. Times that I am most available for parents are between 8:00 am and 8:30 am on any weekday except Wednesday, and by request after school between 3:45 pm and 4:30 pm. Alternate meeting times may be requested and I will do my best to accommodate. Please allow at least 24 hours for me to confirm a meeting time with you if you request one. For student help outside of class, I can accommodate any of the times listed above, or other times as requested that I may fit into my schedule.

Academic Honesty Policy:

Academic honesty is vitally important for success in class; honesty in general can lead to a sense of purpose and personal satisfaction in life. I will not tolerate academic dishonesty in this class, and will subscribe to the official Central Point School District policy. For a first offense, at any time during a student's four years of high school, the student shall receive a grade of 'zero' for that assignment. For a second time offense, at any time during the student's four years of high school, the student shall receive a 'zero' for that assignment, and the semester grade shall be lowered one letter grade. For a third offense, at any time during your four years of high school, the student shall be removed from the class and shall receive no credit for that class.

Academic Dishonesty includes all of the following:

Cheating – Cheating on tests, quizzes, or other school work. Students who allow other students to use their work or to cheat 'off them' during a test are also cheating.

Plagiarism – Using other people's ideas and writing without giving them credit. For example: Taking sentences or phrases off the back of a paperback and then using them in a book report is plagiarism, or copying a paragraph about an animal from an encyclopedia for a science report is plagiarism.

Internet Plagiarism – The purchase and downloading of pre-written material and submitting it as your own work for credit is plagiarism.

Senior Seminar Syllabus Acknowledgement Form

Note: Please read this syllabus carefully and sign it. You must also have your parents / guardians read it and sign it. Then return this portion to me by Friday, December 16th. Be sure to place the rest of this document into your binder for the course.

I have read and understand the course expectations and policies.

Print Student Name (Please print neatly)

Student Signature

You, your student, and I are partners in your students' education. You can help them succeed by checking with them as often as possible about their progress in class and by looking with them at their assignment completion on Synergy. Please also plan on attending parent / student teacher conferences on March 22nd – 24th 2017. Please 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: _____

Second: _____

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 with you about your student?

Yes

No

If Yes, what is your work number?
