Class Purpose:
In Senior Capstone you will engage in a Youth Participatory Action Research (YPAR) project in the context of learning and practicing concepts and skills in the subjects Government and Economics.

- **Youth Participatory Action Research:** YPAR is an approach to social research in which the student-researcher studies their own community for the purpose of improving it. You will choose, design, and lead a research project that aims to understand and enhance your experience in the communities that are relevant to your life. You will also present your research to the community. YPAR asks you to critically analyze yourself, your community, and your place in the world. Since YPAR is a collective experience, it naturally fosters collaborative learning experiences. In this class we will strive to nurture a sense of place, engagement of difference, and democratic participation. The YPAR project asks that you work as an active participant in society, and you will be practicing the skills to work with other people and systems to address the challenges of your community. The YPAR is your Senior Capstone project.

- **Government:** Our learning about government and civics will enhance your ability to think critically about the political process, political institutions, and public policies. One important focus in our learning will be on individuals, groups, events that have inspired and continue to drive social and racial justice movements in our country. We will focus on government at the national level as well as at local and state levels and how they function and interact within the federal system.

- **Economics:** Our learning in economics is designed to develop your economic reasoning skills through an analysis of the basic principles of economics and the economy of the United States. We will also explore important concepts of personal finance and financial literacy.

Class Overview:
Concepts and skills in Government and Economics will mainly be concentrated in the Fall Semester. The Spring semester will primarily be dedicated to work on the YPAR. Below is a list of learning objectives that you will become proficient in this course:

### INQUIRY

**Develop and Research Questions:** Develop compelling inquiry questions and conduct research on current social studies issues by applying appropriate methods and ethical reasoning skills and using relevant tools, technologies, and sources from social studies fields to conduct the inquiry.

**Gather Information:** Gather, synthesize, and evaluate information about an issue from multiple sources representing a wide range of stake-holders’ views; make judgments about conflicting findings from different sources.

**Evaluate Sources:** Evaluate various explanations and authors’ differing points of view on the same event or issue, citing specific grade level textual evidence from primary and secondary sources to support analysis.

**Develop Informative Texts:** Develop informative/explanatory grade level appropriate texts about social studies topics, including the narration of historical events, and present a coherent set of findings orally and in writing.

### CIVIC ENGAGEMENT

**Make Decisions:** Make and present a real or simulated decision related to the classroom, school, community, civic organization, Arizona, or beyond by identifying needs and applying appropriate and relevant social studies knowledge and skills, including
Major Units/Projects for Fall Semester:

Unit One (1-2 weeks): In the News: How studying government & economics deepens our understanding of the issues we care about.
Major Project: Co-creating a concept list for our class

Unit Two (6-7 weeks): Lifting Our Voices: Issues and candidates on the November ballot
Major Project: Writing and delivering a Soapbox Speech on an issue you care about
Midterm Exam

CIVICS & GOVERNMENT

Evaluate People’s Influence: Evaluate how people influence government and work for the common good.

Develop and Present Decisions: Develop and present decisions or plans, orally and in writing at grade level appropriateness by contributing to collaborative discussions that examine alternative ideas and by building on ideas of others and sharing in an attempt to sway the opinions of others.

Debate Decisions or Plans: Develop and present decisions or plans, orally and in writing at grade level appropriateness by evaluating and prioritizing the pros and cons of those ideas.

Power and Privilege: Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.

HISTORY

Choices Using History: Make predictions, decisions, or take a public stand based on an understanding of the past and present.

Social Justice: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Human Rights: Analyze the impact of a current or historic issue related to human rights, and explain how the values of the time or place influenced the issue.

ECONOMICS

Economic Way of Thinking: Analyze events using economic reasoning including but not limited to the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis.

Microeconomics: Apply concepts including but not limited to supply and demand, competition, incentives, entrepreneurship, prices, and the invisible hand.

Macroeconomics: Analyze the national economy through indicators including but not limited to fiscal and monetary policy, GDP, unemployment, inflation and economic growth.

Personal Finance: Develop and utilize a budget.
Unit Three (2-3 weeks): How Do Markets Work and What Happens When They Don’t: Microeconomics
Major Project: Economic Analysis of Current Events

Unit Four (6-7 weeks): Government and the Economy: Macroeconomics
Major Project: My Favorite Graph--Teaching Macroeconomic Mini-Lessons
Semester Final Exam

Competency Based Learning
Every assignment in this class will be connected to one or more specific learning objectives. These assignments are opportunities for you to develop proficiency on the learning objectives. The feedback you will receive on your work will help you to understand what proficiency looks like for the learning objective you are working on, where your work is in relation to that proficiency level, and the steps you need to take to bring your work closer to proficiency. Each learning objective will receive a score:

<table>
<thead>
<tr>
<th>Scoring Levels</th>
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<tbody>
<tr>
<td>Emerging Proficiency (E)</td>
</tr>
<tr>
<td>Nearing Proficiency (N)</td>
</tr>
<tr>
<td>Proficient (P)</td>
</tr>
<tr>
<td>Highly Proficient (H)</td>
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</tbody>
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Scoring Assignments and Assessments: Progress scores on assignments will be updated weekly on Wednesday by 5pm. Your effort and work habits

Habits of Heart & Mind: The Habits of Heart and Mind are cross-curricular learning competencies that will be assessed in all of your courses, including this one. There are 7 Habits of Heart and Mind at City High School: ACTION, PERSPECTIVE, EVIDENCE, EXPRESSION, REFLECTION, INQUIRY, and CARE. The habits of ACTION, INQUIRY, and PERSPECTIVE will be especially important in our learning process this year in Senior Capstone.

Scoring Rubrics
Major assignments will have scoring rubrics and each of the learning objectives connected to the assignment will have a description for each proficiency level. Some learning objectives will be included in almost all in-class discussions and on some writing assignments. The habit of Perspective will be especially important in this class. One aspect of the habit of Perspective is your ability to “Respect and synthesize diverse experiences and viewpoints,” and here are the performance level descriptions:

<table>
<thead>
<tr>
<th>PERSPECTIVE: Respect and synthesize diverse experiences and viewpoints</th>
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<tbody>
<tr>
<td>Emerging Proficiency (E)</td>
</tr>
<tr>
<td>I listen to the viewpoints and experiences of other people, but I generally avoid people who have viewpoints that are different from my own.</td>
</tr>
<tr>
<td>Nearing Proficiency (N)</td>
</tr>
<tr>
<td>I am tolerant of people’s diverse experiences and viewpoints. I listen to and understand multiple voices, viewpoints, and experiences.</td>
</tr>
<tr>
<td>Proficient (P)</td>
</tr>
<tr>
<td>I respect diverse experiences and viewpoints and am able to synthesize multiple voices, viewpoints, and experiences in order to develop a deeper understanding.</td>
</tr>
<tr>
<td>Highly Proficient (H)</td>
</tr>
<tr>
<td>I appreciate diverse experiences and viewpoints. I seek out multiple voices, viewpoints, and experiences in order to develop a deeper understanding. My own viewpoints develop as a result of listening to others.</td>
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Course Grade
In order to better support competency based efforts, teachers at City High School will generate course grades (A, B, C, or F) only at the end of each semester. Here is the course grade rubric teachers use to assign letter grades at the end of each semester:
Required Materials:
As we begin the school year, you will need to make sure that you have access to a computer, reliable internet, and a place where you can participate in class and complete assignments effectively. If you need help with any of these things (computer, internet, place) please let me know as soon as possible. Your Advisor is also there to help you get what you need.

Academic Integrity:
Students must be responsible and accountable for their own learning. Students are responsible for completing their own work. There is no room for cheating or plagiarism. If a student cheats or plagiarizes, they will have to redo the assignment to demonstrate proficiency. Everyone involved will receive communication with parents/guardians and administrative referral to the Dean of Students for follow up.

I am looking forward to teaching and learning from each and every one of you!

### Semester Course Grading Criteria

<table>
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<tr>
<th>Grade</th>
<th>Criteria</th>
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| A     | Show Proficient on learning standards for the course by the end of the semester  
       | Performance on one or more standards for the course are ‘Highly Proficient’  
       | All assignments are completed/revised as needed |
| B     | Show Proficiency on at least 80% of learning standards for the course by the end of the semester  
       | Show ‘Nearing Proficiency’ on all other learning standards that are not yet at ‘Proficient’  
       | All but a few assignments are completed/revised as needed |
| C     | Show Proficiency on at least 80% of learning standards for the course by the end of the semester  
       | Show ‘Nearing’ or ‘Emerging’ Proficiency on all other learning standards that are not yet at ‘Proficient’  
       | Most assignments are completed/revised as needed |
| I     | Show Proficiency on at least 50% of learning standards for the course by the end of the semester  
       | Show ‘Nearing’ or ‘Emerging’ Proficiency on all other learning standards that are not yet at ‘Proficient’  
       | Less than 50% of the assignments are incomplete/missing  
       | NOTE: Incompletes can also be issued to students who need to complete one or two major assessments that would make the difference between a passing grade (A, B, or C) |
| F     | Less than 50% of the learning standards for the course by the end of the semester are ‘Proficient’  
       | More than 50% of the assignments are incomplete or missing |