

## Senior Seminar – Curriculum Outline

### I. Standards Addressed:

- **BMU Graduation Proficiencies/Vermont’s Transferable Skills**

- Clear and Effective Communication
- Self-Direction
- Creative and Practical Problem Solving
- Responsible and Involved Citizenship
- Informed and Integrative Thinking

- **C3 Framework for Social Studies State Standards:**

**D2.Civ.1.9-12:** Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

**D2.Civ.3.9-12:** Analyze the impact of constitutions, laws, treaties, and internal agreements on the maintenance of national and international order.

**D2.Civ.10.9-12:** Analyze the impact and the appropriate roles of personal interests and perspective on the application of civic virtues, democratic principles, constitutional rights, and human rights.

**D2.Civ.12.9-12:** Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**D2.Eco.3.9-12:** Analyze the ways in which incentives influence what is produced and distributed in a market system.

**D2.Eco.9.9-12:** Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

**D2.Eco.11.9-12:** Use economic indicators to analyze the current and future state of the economy.

**D2.Eco.12.9-12:** Evaluate the selection of the monetary and fiscal policies in a variety of economic conditions.

**D2.Eco.15.9-12:** Explain how current globalization trends and policies affect economic growth, labor, markets, rights of citizens, the environment, and resource and income distribution in different nations.

### II. BMU Social Sciences Proficiencies Addressed:

Civics	<ul style="list-style-type: none"> <li>• Identify and debate issues surrounding the basic principles of democracy.</li> <li>• Analyze the principles in key U.S. and international documents and explain the application to individual’s lives.</li> <li>• Explain factors that contribute to conflict within and among individuals, communities, and nations; propose and defend ways to ease tensions and/or resolve conflicts.</li> <li>• Analyze the impact of a current or historic issue related to human rights, and explain how the values of the time or place influence the issue.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>• Examine the causes and long-term effects of people’s needs and/or wants exceeding their available resources, and propose possible solutions.</li> <li>• Explain how globalization affects economic growth, labor markets, rights or citizens, the environment, and resource and income distribution.</li> <li>• Explain the concept of supply and demand and the elements that impact both the supply and the demand of goods and/or services.</li> </ul>
Inquiry	<ul style="list-style-type: none"> <li>• Ask compelling and supporting questions around issues of personal, community, or global relevance.</li> <li>• Gather relevant information from multiple sources representing a wide range of views by sourcing, contextualizing, and corroborating to guide the selection.</li> <li>• Use research about a problem to propose a solution that reaches a range of audiences.</li> <li>• Students can define their own rights and needs – and the rights and needs of others – ion the classroom, school, and community.</li> <li>• After examining issues from more than one perspective, define and defend the rights and needs of others in the community, nation, and world.</li> <li>• Determine the validity and reliability of sources and materials (including primary and secondary source documents).</li> <li>• Students can explain and defend their own point of view on issues that affect themselves and society.</li> </ul>

### III. Content Outline:

#### (a) BMU Graduation Proficiencies:

- Outline and define the BMU Graduation Proficiencies
- Go through the assessment rubric/scoring scale
- Outline the presentation options

#### (b) Government:

- Review the basic structure of the 3 branches of government from the perspective of the federal, state, and local levels.
- Purpose/function of government
- Civics responsibilities
- Students will be required to attend at least one civic meeting (town meeting, school board meeting)
- The U.S. Constitution: Constitutional Law

#### (c) The Legal System

- What is the law? – Focus on state statutes
- Criminal Law vs. Civil Law
- The Court System
- When do you need a lawyer? How to find a lawyer?
- The Criminal Justice Process: The Investigation
- The Criminal Justice Process: Proceedings Before the Trial
- The Criminal Justice Process: The Trial
- The Criminal Justice Process: Post Trial – Sentencing and Corrections
- Juvenile Justice
- Family Law
- Consumer and Housing Law
- Work Based Law (Harassment, Discrimination, etc.)

#### (d) Personal Finance:

- Savings and Loans
- Borrowing money/Credit
- Credit Cards vs. Debit Cards
- How to rent an apartment
- Buying vs. leasing a car
- Insurance (medical, rental, automobile)
- Taxes: payroll deduction, income tax, etc.



## **BMU Graduation Proficiencies**

Student's Name: \_\_\_\_\_

Evaluators' Names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Final Scores/Grades:

Clear and Effective Communication: \_\_\_\_\_

Creative and Practical Problem Solving: \_\_\_\_\_

Informed and Integrative Thinking: \_\_\_\_\_

Responsible and Involved Citizenship: \_\_\_\_\_

Self Direction: \_\_\_\_\_

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Name of Student:

Name of Evaluator:

Transferable Skill	Indicator	Yes	No	?
<b>Clear and Effective Communication</b>	Demonstrate <b>organized</b> and <b>purposeful</b> communication. <i>Notes on Evidence:</i>			
	Use <b>evidence</b> and <b>logic</b> appropriately in communication. <i>Notes on Evidence:</i>			
	<b>Integrate</b> information gathered from <b>active speaking and listening</b> . <i>Notes on Evidence:</i>			
	<b>Adjust</b> communication based on <b>audience, context, and purpose</b> . <i>Notes on Evidence:</i>			
	Demonstrate <b>effective, expressive, and receptive</b> communication, including <b>oral, written, multi-media and performance</b> . <i>Notes on Evidence:</i>			
	Use <b>technology</b> to further <b>enhance and disseminate</b> communication. <i>Notes on Evidence:</i>			
	<b>Collaborate effectively and respectfully</b> . <i>Notes on Evidence:</i>			

Circle overall score for student below.

1	2	3	4
Explanation of combined evidences meets 0-2 indicators to satisfaction	Explanation of combined evidences meets 3-4 indicators to satisfaction	Explanation of combined evidences meets 5 indicators to satisfaction	Explanation of combined evidences meets 6-7 indicators to satisfaction

Name of Student:

Name of Evaluator:

Transferable Skill	Indicator	Yes	No	?
Self Direction	<p>Identify, manage, and assess new opportunities related to learning goals.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Integrate knowledge from a variety of sources to set goals and make informed decisions.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Apply knowledge in familiar and new contexts.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Demonstrate initiative and responsibility for learning.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Demonstrate flexibility, including the ability to learn, unlearn, and relearn.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Analyze the accuracy, bias, and usefulness of information.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Collaborate as needed to advance learning.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Persevere in challenging situations.</p> <p><i>Notes on Evidence:</i></p>			
	<p>Use technology and digital media strategically and capably.</p> <p><i>Notes on Evidence:</i></p>			

Circle overall score for student below.

1	2	3	4
Explanation of combined evidences meets 0-2 indicators to satisfaction	Explanation of combined evidences meets 3-5 indicators to satisfaction	Explanation of combined evidences meets 6 indicators to satisfaction	Explanation of combined evidences meets 8-9 indicators to satisfaction

Name of Student:

Name of Evaluator:

Transferable Skill	Indicator	Yes	No	?
<b>Creative and Practical Problem Solving</b>	Observe and evaluate situations in order to <b>define problems</b> .  <i>Notes on Evidence:</i>			
	Frame questions, make <b>predictions</b> , and <b>design data collection</b> and analysis strategies.  <i>Notes on Evidence:</i>			
	Identify <b>patterns, trends, and relationships</b> that apply to solutions  <i>Notes on Evidence:</i>			
	<b>Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs</b> .  <i>Notes on Evidence:</i>			
	Generalize a <b>variety of solutions</b> , use evidence to build a case for best responses, <b>critically evaluate</b> the effectiveness of responses, and <b>repeat</b> the process to generate alternative solutions.  <i>Notes on Evidence:</i>			
	Identify opportunities for <b>innovation and collaboration</b> .  <i>Notes on Evidence:</i>			
	Use a <b>range of tools</b> , including technology, to solve problems.  <i>Notes on Evidence:</i>			
	<b>Persist</b> in solving challenging problems and <b>learn from failure</b> .  <i>Notes on Evidence:</i>			

Circle overall score for student below.

1	2	3	4
Explanation of combined evidences meets 0-2 indicators to satisfaction	Explanation of combined evidences meets 3-5 indicators to satisfaction	Explanation of combined evidences meets 6 indicators to satisfaction	Explanation of combined evidences meets 7-8 indicators to satisfaction

Name of Student:

Name of Evaluator:

Transferable Skill	Indicator	Yes	No	?
<b>Responsible and Involved Citizenship</b>	Participate in and contribute to the <b>enhancement of community life</b>  <i>Notes on Evidence:</i>			
	Take responsibility for <b>personal decisions and actions</b>  <i>Notes on Evidence:</i>			
	Demonstrate <b>ethical behaviors and the moral courage to sustain it.</b>  <i>Notes on Evidence:</i>			
	Respect <b>diversity</b> and different points of view.  <i>Notes on Evidence:</i>			
	Demonstrate a commitment to <b>personal and community health</b> and wellness.  <i>Notes on Evidence:</i>			
	Practice <b>responsible digital citizenship.</b>  <i>Notes on Evidence:</i>			

Circle overall score for student below.

1	2	3	4
Explanation of combined evidences meets 0-1 indicators to satisfaction	Explanation of combined evidences meets 2-3 indicators to satisfaction	Explanation of combined evidences meets 4 indicators to satisfaction	Explanation of combined evidences meets 5-6 indicators to satisfaction

Name of Student:

Name of Evaluator:

Transferable Skill	Indicator	Yes	No	?
<b>Informed and Integrative Thinking</b>	Apply knowledge from <b>various disciplines and contexts</b> to <b>real life</b> situations. <b>Notes on Evidence:</b>			
	<b>Analyze, evaluate, and synthesize</b> information from multiple sources to build on knowledge. <b>Notes on Evidence:</b>			
	Apply <b>systems thinking</b> to understand the <b>interactions and influences</b> of related parts on each other, and on <b>outcomes</b> . <b>Notes on Evidence:</b>			
	Use evidence and <b>reasoning</b> to <b>justify</b> claims. <b>Notes on Evidence:</b>			
	Develop and use <b>models</b> to explain <b>phenomena</b> . <b>Notes on Evidence:</b>			
	Use <b>technology</b> to support and enhance the <b>critical thinking</b> process. <b>Notes on Evidence:</b>			

Circle overall score for student below.

1	2	3	4
Explanation of combined evidences meets 0-1 indicators to satisfaction	Explanation of combined evidences meets 2-3 indicators to satisfaction	Explanation of combined evidences meets 4 indicators to satisfaction	Explanation of combined evidences meets 5-6 indicators to satisfaction