

Economics Inquiry Outline - Theme of Your Inquiry: **Economics, the World, and Me (Us)**

An inquiry is an ongoing and disciplined process of questioning and investigating, with the hope of arriving at an answer to a personally meaningful, significant and “ungooglable” question. You may choose to modify your question along the way if you want, but make sure to show how and why your question has evolved and **let your teacher know**. The process then involves gathering relevant and reliable research that can act as evidence for you to make a critical judgment and answer your question (at least 6 sources). The findings are then presented in a format of your choice. This inquiry will enable you to examine the relationships between economic theories/concepts, their place in the real world, and their effects on you. We will spend the week before spring break sharing our inquiry. It is important that **you, or you and your partner** have at least some interest in the topic. If you need some structure a **sample** format is below:

1. Introduction
 - a. Give an introduction of who you and/or your team are (you or your team’s experiences/background) and how this inquiry topic or question arose for you or your team
 - b. Discuss why this inquiry is significant to you/your team, and also to the public
2. Background
 - a. How is your topic defined by economists? Provide definitions for relevant terms.
 - b. Provide historical background of the topic and context for the reader (prior knowledge the reader needs before understanding your question)
3. New Understandings
 - a. Answer your question. Use subheadings as needed in this section if you are doing a writeup. Try to weave your beliefs/values/experiences together with the research to make the findings more personal
 - b. Address other perspectives that may be in conflict with your answer
4. Implications and Personal Significance
 - a. How is your answer significant for you? How will you (or will you not) make decisions differently upon completing this inquiry?
 - b. What does the answer to your question mean for people in general?
5. Conclusion
 - a. What questions would need research in the future to continue your inquiry?
 - b. References of sources used

Suggested Timeline/Process for Inquiry:

Feb 5 – Feb 12: Connect and Wonder - Question formed and plan for execution done

Feb 12 – Feb 19: Investigate - Research gathered and examined, formulating answer

Feb 19 – Feb 26: Construct - Question answered and format to convey content confirmed

Feb 29 – Mar 4: Express - Finishing up inquiry and ready to share with the class

Mar 9 – Mar 11: Reflect - Each inquiry is shared, peer and self-assessments completed

Inquiry Rubric			
Topic	Developing	Meeting	Exceeding
Research (20%)	<input type="checkbox"/> Fewer than 6 different resources <input type="checkbox"/> Research material is outdated <input type="checkbox"/> Paper presents only one perspective <input type="checkbox"/> Cited material is not correctly referenced	<input type="checkbox"/> Uses and references 6 different resources <input type="checkbox"/> Paper presents more than one perspective <input type="checkbox"/> Articles/material chosen are relevant to topic and comprehensive	<input type="checkbox"/> Research is innovative and current <input type="checkbox"/> More than 6 different resources <input type="checkbox"/> Multiple perspectives are presented/addressed <input type="checkbox"/> References are varied and include evidence supporting opposing opinions
Content (25%)	<input type="checkbox"/> Ideas not fully developed <input type="checkbox"/> Content is weakly connected to the topic <input type="checkbox"/> Lacks adequate supporting evidence <input type="checkbox"/> Critical analysis is weak <input type="checkbox"/> Does not adhere to theme	<input type="checkbox"/> Content is relevant and connected to the topic <input type="checkbox"/> Has clear direction <input type="checkbox"/> The question is critically addressed and there is some analysis <input type="checkbox"/> Ideas are adequately developed <input type="checkbox"/> Structure is coherent and relevant <input type="checkbox"/> Information included in each section	<input type="checkbox"/> Content is clear, relevant to theme and engaging <input type="checkbox"/> Fully addresses and develops inquiry question <input type="checkbox"/> Project has deep and insightful observations <input type="checkbox"/> Content has broad relevance and meaningful implications for economic decision making <input type="checkbox"/> There is “natural” flow between sections
Reflection (25%)	<input type="checkbox"/> Lacks insightful and personal reflections <input type="checkbox"/> Reflections are not connected or are loosely connected to practice or to the question <input type="checkbox"/> Reflections do not touch on personal, autobiographical or anecdotal experience	<input type="checkbox"/> Reflections pertain to the question <input type="checkbox"/> Provides meaningful personal examples <input type="checkbox"/> Personal experiences are used to provide meaningful contextualization <input type="checkbox"/> Thoughtfully takes all perspectives into account	<input type="checkbox"/> Makes relevant connections to future decision making <input type="checkbox"/> Insights are varied and related to experience <input type="checkbox"/> Insights are grounded in research <input type="checkbox"/> Develops more questions for future inquiry/research
Delivery (20%)	<input type="checkbox"/> Purpose of Inquiry is somewhat unclear <input type="checkbox"/> Important details of inquiry are missing <input type="checkbox"/> Facilitates engagement and discussion amongst colleagues <input type="checkbox"/> Presentation is excessively short or goes beyond time limit	<input type="checkbox"/> Purpose of Inquiry is stated, as is important aspects of the inquiry <input type="checkbox"/> Evidence of preparation <input type="checkbox"/> Discussion and involvement of colleagues is facilitated <input type="checkbox"/> Presentation is within the allocated time limit (10 min)	<input type="checkbox"/> Purpose of inquiry is understood, and explanation of approach and newly found understandings are shared <input type="checkbox"/> Evidence of extensive preparation and practice <input type="checkbox"/> Collegial involvement is expertly facilitated <input type="checkbox"/> Questions asked during other inquiry presentations
Your own factor (10%)			

*Communicate your own factor you want to be evaluated on to the teacher before you hand in the inquiry