Name: Savanna High School
Location: Anaheim
Year founded: 1961
Enrollment: 2,100
Number of teachers: 81
Demographics: 81% on free-reduced lunch
71% Hispanic
12% Asian/Pacific Islander
10% White
4% African American
3% Other
<table>
<thead>
<tr>
<th>The Question</th>
<th><strong>Should voting in ASB elections be mandatory?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>Conducted Surveys of 9th, 10th, 11th, 12th grade Savanna students Researched ASB/Scheduling: Garden Grove Unified Santa Ana Unified Anaheim Union</td>
</tr>
<tr>
<td>Civil Dialogue</td>
<td>Socratic Seminar/Web We used the results to discuss student involvement on our campus and searched for solutions to increase involvement.</td>
</tr>
<tr>
<td>Communicating a Conclusion</td>
<td>Students wrote one page reflections on both the process and any changes they deemed could improve Savanna’s student representation.</td>
</tr>
<tr>
<td>Informed Action</td>
<td>Students drafted proposal letters to ASB/the ASB director.</td>
</tr>
</tbody>
</table>
The Question | **Should parents have the ability to choose the traits of their children?**
--- | ---
Investigation | • Read Rachel Lehmann-Haupt: “Designing the $100,000 Baby”
• Watch *In Vitro Fertilization* process.
• Read: “Technology Allows Parents to Choose Baby’s Traits”
• Read Sarah Ly: “Ethics of Designer Babies”
Civil Dialogue | Philosophical Chairs
Communicating a Conclusion | Argumentative Essay: Should parents have the ability to choose the traits of their children?
Informed Action | Mock Town Hall Meeting
• Babies Inc wants to build a genetic engineering facility in town.
• Students created characters and assigned roles.
• Students investigated more into their roles, finding specific examples.
• Students without a major role acted as the citizens.
• A student moderator conducted the town hall meeting.
• A vote was held to determine if the facility should be built.
<table>
<thead>
<tr>
<th><strong>ECONOMICS – ALEX MILLER</strong></th>
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<tbody>
<tr>
<td><strong>The Question</strong></td>
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</table>
| **Investigation**           | • Watch *Wal-Mart: The High Cost of Low Price*  
                               • Read Joel Kotkin: “The Ultimate Pro-Wal-Mart Article”  
                               • Review article/documentary for logical fallacies  
                               • Interview community: why do you shop at Wal-Mart |
| **Civil Dialogue**          | Socratic Seminar |
| **Communicating a Conclusion** | Synthesis essay: Will you shop at Wal-Mart? Justify your stance with economic, financial, and moral arguments. |
| **Informed Action**         | Students individually choose whether or not they will boycott Wal-Mart. |
The Question | **Should we protect the privacy of the individual or uphold the law on criminals?**
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**Investigation** | Read the following text:
- Mapp v. Ohio
- Kyllo v. United States
- Michael Robertson v. Massachusetts
- California Penal Code 647
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**Civic Dialogue** | Socratic Seminar
--- | ---
**Communicating a Conclusion** | Identifying if Michael Robertson would be convicted under the California penal code.
--- | ---
**Informed Action** | Students wrote a letter to Governor Brown, identifying any gray areas in the California law that would need to be remedied.
<table>
<thead>
<tr>
<th>The Question</th>
<th>Why are female students taking more rigorous classes and graduating college at a higher rate than male students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigation</td>
<td>Surveys, Articles</td>
</tr>
<tr>
<td>Civil Dialogue</td>
<td>Socratic Seminar</td>
</tr>
<tr>
<td>Communicating a Conclusion</td>
<td>Reflections, Essays</td>
</tr>
<tr>
<td>Informed Action</td>
<td>Students created PSA videos</td>
</tr>
</tbody>
</table>