



DON MILLS COLLEGIATE INSTITUTE

COURSE INFORMATION AND ACKNOWLEDGEMENT



Department:	BCCET – BUSINESS, COMPUTERS, COMMUNICATIONS, AND EXPLORING TECHNOLOGIES ☎ (416) 395-3190 ext. 20100 (Business Studies) or 20075 (Social Global Office)
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Course Name:	Financial Securities	Course Code:	IDC4U1
Course Destination:	University, or Financial Securities Specialized Course	Grade	12

Prerequisite:	NONE	OR	Recommended Preparation:	Positive attitude, on time for class, acknowledgement of classroom and computer lab expectations. Student should bring a binder with lined paper and writing materials to class everyday. USB sticks advised. Bring textbook daily. Computers will be used regularly for class work and projects.
Teachers:	MR. TOM NICOLAOU	Email:	Tom.Nicolaou@tdsb.on.ca	

Course Description:	<p>Focused on Financial Securities learning, this course should provide students with a sophisticated understanding of financial investments and with the broad skills needed to make real-life investment decisions. Students will investigate financial management, capital markets, and ways in which capital is acquired. Students will investigate the conceptual and mathematical foundations of increasing net worth and examine investment in the stock market (e.g., the risks and safeguards in stock trading, stocks as investments, and creating investment portfolios). As well, this course is designed to introduce students to the skills and knowledge important in a career in the financial services industry.</p>
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Textbook(s):	Replacement Cost:	Materials/Fee/Deposit:	Replacement Cost:
Investments	\$120		

Strands and Units of Study:	1) Introduction to Investments
	2) Important Investment Concepts
	3) Analysis, Valuation and Management of Investments
	4) Other Types of Analysis (Economy, Stock Markets)
	5) Investment Portfolio Management

This interdisciplinary course will also help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, and communicate new knowledge.

OVERALL EXPECTATIONS:

By the end of this course, students will:

Theory and Foundation:

- demonstrate an understanding of the key ideas and issues related to each of the subjects or disciplines studied;
- demonstrate an understanding of the different structures and organization of each of the subjects or disciplines studied;
- demonstrate an understanding of the different perspectives and approaches used in each of the subjects or disciplines studied;
- demonstrate the skills and strategies used to develop interdisciplinary products and activities.

Processes and Methods of Research:

- be able to plan for research, using a variety of strategies and technologies;
- be able to access appropriate resources, using a variety of research strategies and technologies;
- be able to process information, using a variety of research strategies and technologies;
- be able to assess and extend their research skills to present their findings and solve problems

Implementation, Evaluation, Impacts, and Consequences:

- implement and communicate information about interdisciplinary endeavours, using a variety of methods and strategies;
- evaluate the quality of interdisciplinary endeavours, using a variety of strategies;
- analyse and describe the impact on society of interdisciplinary approaches and solutions to real-life situations;
- analyse and describe how interdisciplinary skills relate to personal development and careers.

ASSESSMENT OF STUDENT ACHIEVEMENT:

As reflected in the Ontario Ministry of Education “Growing Success: Assessment, Evaluation and Reporting” Document, the purpose of assessment is for student learning and can be both “assessment as learning” and “assessment for learning.” In addition: Ontario Curriculum, Grades 9 to 12, Business Education, 2009.

Assessment of student achievement is based on the following categories:

Categories	
• Knowledge and Understanding – 25%	• Communication – 25%
• Thinking – 25%	• Application – 25%
Levels of Achievement	
LEVEL 4 (80-100%)	• A very high to outstanding level of achievement. Achievement is above the provincial standard.
LEVEL 3 (70-79%)	• A high level of achievement. Achievement is at the provincial standard. A student achieving at this level should be well prepared for work in the next grade level or the next course.
LEVEL 2 (60-69%)	• A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
LEVEL 1 (50-59%)	• A passable level of achievement. Achievement is below the provincial standard.
BELOW 50%	• Insufficient achievement of curriculum expectations. A credit will not be granted.

- A. **Calculation of Final Mark:**
70% term (ongoing term evaluation) + 30% final summative assessments (15% summative project submission + 15% examination) = 100%
- B. **Reporting of Learning Skills and Work Habits**
The learning skills and Work Habits that will be assessed are:
Responsibility Organization Independent Work
Collaboration Initiative Self-Regulation
- These will be reported on the Provincial Report Card by using the following categories:
Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)
- C. For grades 9 & 10 the code "I" may be used to indicate insufficient evidence for a percentage grade.

EXPECTATIONS OF DEPARTMENT:

1. Homework:

Completion of homework on a regular basis is an essential component of all courses at Don Mills C. I.

2. Attendance/Evaluation Policy:

A: Attendance: Students are expected to make up any work missed due to absences, regardless of the reason. Extended absences are to be avoided unless absolutely necessary. Extended absences invariably lead to academic penalty and potential loss of credit. All extended absences must be confirmed by the student with the appropriate Vice-Principal prior to the absence.

B: Evaluation Policy: Students must inform the teacher **before** the due date of any evaluation, of an anticipated absence. A student who is absent from an evaluation must bring appropriate documentation explaining that absence. Students are expected to write a missed test on the day of their return.

C: Final Evaluation: Medical certificates are required in case of absence from final evaluation.

3. Late and Missed Assignments:

Students are responsible for providing evidence of their achievement. A teacher's professional judgement will be used to determine appropriate strategies to help prevent late or missed assignments.

Consequences for late assignments:

Grades 9-10

A deduction of **5%** for every day an assignment is late, up to and including the full value of the assignment.

Grades 11-12

A deduction of **10%** for every day an assignment is late, up to and including the full value of the assignment.

4. Academic Honesty and Consequences of Cheating (Plagiarism):

Students caught cheating or plagiarizing will receive as a minimum penalty, a mark of zero on the test, quiz, assignment or exam. Cases of plagiarism will be reported to administration.

5. Submission of Assignments:

All assignments are to be submitted to the teacher during class on the due date.

6. Student Behaviour

Students will follow the rules in the student agenda. Students will be responsible for the equipment they use, and consider safety at all times.

COMPUTER LAB POLICIES:

Labs can only be used under the direct supervision of a teacher. If no teacher is available for supervision, the labs will be closed.

Students are not permitted to download or copy any software onto the computers.

Students are to save files in their personal network area (H:) or USB, but never on a local hard drive (C:). They are not allowed to change any settings on a school computer including the desktop or display. Students are to use the labs to work on assignments only.

You are not to use or access any social networking such as MSN, Facebook, YouTube, Hotmail, etc. unless you have been permitted on a per-use basis by your teacher as part of research. If you are unsure about what is allowed ask your teacher prior to accessing certain sites.

You are not to access computer gaming, violent, sexually explicit or any other inappropriate internet site.

Again, students are not to change desktop settings including screensavers, wallpaper, shortcuts, resolution, additions and deletions.

Students are not permitted to use phones in class, although music players may be allowed by the teacher while you are working on an assignment. If personal electronic devices are used in the classroom without authorization from the teacher they will be confiscated for at minimum the rest of the school day.

Students are not permitted to touch cable connections in any lab or disassemble equipment without teacher approval.

Students are to report malfunctioning, missing, or damaged equipment or furniture to the teacher as soon as it is discovered. You are attached to work on one computer. If there is damage, school staff will assume you have done the damage unless you call attention to it immediately.

Students are to keep work areas neat and tidy. All books and disks are to be returned as directed. Waste paper is to be recycled neatly in the bins provided. Garbage is to be placed in appropriate receptacles.

Students are to return their chairs to the work desks at the end of the class. Chairs are to be stacked at the end of the day to help the cleaning staff.

No food or drinks are permitted anywhere near the computers.

Computers are always to be left ON, however the MONITORS can be turned off.

Log off your Windows session at the end of each class by properly shutting down applications.

The standard consequences for not following these policies are suspension of computer privileges and being invoiced for any damaged equipment.

IDC4U1 Course Units, Detailed:

1. Introduction to Investments

- financial terms
- investment risk categories
- characteristics of investments
- investment portfolio
- risk
- investor profiles
- how stock markets work
- how to read a stock page
- why buy stocks
- calculating yield and return on investment
- compound growth

2. Important Investment Concepts

- efficient market hypothesis
- how global events significantly impact Canadian investors
- RRSPs
- TFSAs
- expected return and risk
- portfolio selection

3. Analysis: Valuation and Management of Investments

- common stock valuation (dividend discount model and Price/Earnings ratio approach)
- common stock analysis and strategy (top-down v. bottom-up approaches)
- bond yields and prices
- bond analysis and strategy
- technical analysis

4. Other Types of Analysis (Economy, Stock Markets)

- analysis of the economy and the stock market
- industry analysis
- company analysis

5. Investment Portfolio Management

- how to create and management a portfolio of investments
- ways to evaluate investment performance

8. Summative Elements (30% OF FINAL MARK)

- ISU (15%)
- Examination (15%)

Course:	IDC4U1	Course:	Financial Securities
Teacher:	Mr. Tom Nicolaou	Email:	Tom.Nicolaou@tdsb.on.ca

ACKNOWLEDGEMENT FORM

Dear Student and Parent / Guardian:

Together we can achieve success through open communication. I encourage an open dialogue regarding course expectations, assignments and behaviour. Your student will have regular homework from this course, including reading, notes, and investment practice. The student must keep a neat organized binder. He or she should make every effort to be punctual and have good attendance.

Please encourage your student to keep up with current investing and business knowledge. He or she should engage in reading business newspapers and magazines regularly, discussing items in the news, identifying trends, and recognizing business opportunities. The student is encouraged to visit relevant websites on investing to become familiar with changes and current issues in professional investing. Opportunities will be made available for the student to participate in investing contests and competitions.

Please sign below indicating that this course outline has been reviewed. Please indicate parent email contact information below so that you can receive class schedule updates and files students may need to complete homework, as well as to begin direct communication with the teacher. I look forward to an interesting semester at Don Mills and I appreciate your support. While 18 year-old students are able to sign forms legally, it is appreciated that parents / guardians sign this agreement. Please plan to come to parent's night, or ask questions about your student to the teacher via email. Please feel free to contact the teacher with any concerns you may have about your student's progress in the course.

Please Print

Student Name: _____

Student Signature: _____

Student Email: _____

Date: _____

Parent / Guardian Name: _____

Parent / Guardian Signature: _____

Parent / Guardian Phone: _____ (Day)

_____ (Evening)

Parent / Guardian Email: _____

Please return this acknowledgement form to your classroom teacher as soon as possible.