



A. Y. Jackson S. S.
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CIA4U0
Advanced Placement Economics
Grade 12

General Course Information					
Prerequisite:	None (recommend 80% average in Grade 11)				
Department:	Business Studies Department				
Extra Help:	By Appointment				
Textbook and Replacement Cost:	Microeconomics/Macroeconomics Seventh Ed. Pearson (\$120 each replacement cost)				
Material Required:	3-Ring Binder				
Course Fee:	Non applicable				
Course Description					
<p>This course provides students with a first-year university experience in economics. The course is content rich and fast paced. Evaluation is at a university level (the final exam, however, is common with the regular Grade 12 economics course). Students will cover both micro and macro during the semester. This course is excellent preparation for any students considering a university business program and prepares students to write A.P. exams in May.</p>					
Assessment and Evaluation					
<p>To promote student success, ongoing assessment and feedback will be given regularly to the students. Evaluation is consistent with Ministry expectations for Grade 12 Economics and the course outline for A.P. economics as set by the College Board.</p> <p>Expectations are organized into four categories of knowledge and skills:</p> <ul style="list-style-type: none"> <li style="padding-left: 100px;">Knowledge and Understanding <li style="padding-left: 100px;">Thinking <li style="padding-left: 100px;">Communication <li style="padding-left: 100px;">Application <p>Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 categories on the achievement chart. The breakdown of the final mark is as followed:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;">Term Evaluation</td> <td style="text-align: right;">70%</td> </tr> <tr> <td>Final Evaluation</td> <td style="text-align: right;">30%</td> </tr> </table> <p>The final evaluation consists of a formal examination conducted during the last two weeks of the semester.</p> <p>In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:</p> <ul style="list-style-type: none"> • Responsibility • Organization • Independent Work • Collaboration • Initiative • Self-Regulation <p>For specific policies on assessment and evaluation, and academic honesty, please refer to <i>School Procedures</i> in the student agenda.</p>		Term Evaluation	70%	Final Evaluation	30%
Term Evaluation	70%				
Final Evaluation	30%				

Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills:

Knowledge and Understanding	Knowledge of content (e.g., facts, terms, definitions, procedures). Understanding of
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<i>Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)</i>	content (e.g., concepts, principles, theories, relationships, methodologies and/or technologies)
Thinking <i>The use of critical and creative thinking skills and/or processes.</i>	Use of planning skills (e.g., focusing research, gathering information, selecting strategies, organizing a project) Use of processing skills (e.g., analysing, interpreting, assessing, reasoning, generating ideas, evaluating, integrating, synthesizing, seeking a variety of perspectives, forming conclusions) Use of critical/creative thinking processes (e.g., evaluation of business situations, problem solving, decision making, detecting bias, research)
Communication <i>The conveying of meaning through various forms</i>	Expression and organization of ideas and information (e.g., clear expression, logical organization) in oral, visual, and written forms, including electronic forms (e.g., presentations, charts, graphs, tables, maps, models, web pages, spreadsheets, flyers, financial statements, letters, memos, reports). Communication for different audiences (e.g., peers, business clients, company supervisor) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms, including electronic forms. Use of conventions, vocabulary, and terminology of the discipline in oral, visual, and written forms, including electronic forms
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>	Application of knowledge and skills (e.g., concepts, procedures, processes, use of technology and materials) in familiar contexts. Transfer of knowledge and skills (e.g., choice of tools and software, ethical standards, concepts, procedures, technologies) to new contexts. Making connections within and between various contexts (e.g., connections between business studies and personal experiences, opportunities, social and global challenges and perspectives; cross curricular and multidisciplinary connections)