

Forest Hill Collegiate Institute Fall 2019 / Spring 2020
Course of Study and Evaluation Statement

Analysing Current Economic Issues (CIA4U), Grade 12: University Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. First Edition Covering Grades 1-12.* www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

1. Course Details

- Program Area: Canadian and World Studies
- Date of Development: June 2006; Revision: June 2006; February 2017
- Course title: Analysing Current Economic Issues, (CIA4U), Grade 12. Credit Value 1.0
- Prerequisites: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
- Textbook(s) and resource materials that are essential to the course: Understanding Economics by Mark Lovewell, 2008, McGraw-Hill Ryerson. (\$85)

2. Overall Goals

• Course Description:

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyse current economic issues, make informed judgements, and present their findings.

• Overall Expectations in the areas of Economic Decision Making; Economic Stakeholders; Self-Interest and Interdependence; Economic Institutions; and Methods of Economic Inquiry and Communication. By the end of the course, students will:

• in Economic Decision Making:

- * explain the cause and nature of the three types of choices that all economic systems must make;
- * explain the nature of Canada's economic growth and determine whether and/or how this growth furthers the economic goal of efficiency;
- * analyse the changing importance of the public and private sectors of the economy and what this means for the achievement of the macroeconomic goals of freedom and equity;
- * analyse the causes and consequences of economic instability and the effectiveness of stabilization policies designed to help Canadians achieve an appropriate level of economic security.

• in Economic Stakeholders:

- * describe economic stakeholder groups and the criteria each uses to make economic decisions;
- * explain the economic rights and responsibilities of "the economic citizen";
- * compare the ways and the degree to which different types of economic systems satisfy the needs of stakeholders.

• in Self-Interest and Interdependence:

- * explain how stakeholders use self-interest to make choices that maximize economic well-being;
- * describe how groups of stakeholders and markets within an economy are interdependent and may be affected simultaneously by a change;
- * assess the ways in which, and the degree to which, people in Canada and other countries have become interdependent in the global economy;
- analyse examples of conflicts of self-interest that prevent the achievement of economic goals.

- in Economic Institutions

- describe the nature and functions of Canada's private economic institutions;

- * describe the nature and functions of Canada's public economic institutions;

- * analyse the nature and functions of international economic institutions and their impact on the Canadian economy.

- in Methods of Economic Inquiry and Communication

- * use methods of economic inquiry to locate, gather, evaluate, and organize different types of current economic information from a variety of sources;

- * analyse various economic choices, using the concepts, models, and processes of economic inquiry ;

- * communicate the results of economic inquiries , using appropriate economic terms, concepts, and models, and a variety of forms.

- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/canworld1112curr.pdf>

- Course content: unit titles in the sequence in which the material will be studied and a suggested time frame in hours as best as known at the time of printing

Unit 1 The Nature of Economics and the Economy 2 weeks

- Economic systems and Production Questions, Canada's Economic goals

Unit 2 Microeconomics: Understanding the Canadian Market Economy 3 weeks

- Supply, demand, market operations, and price formation

Unit 3 Macroeconomics: Production and Monetary Flows in the Economy 6 weeks

- Gross Domestic Product, Aggregate Demand and Supply, the Business Cycle, the role of money

- The Bank of Canada, the tools of Monetary Policy, Fiscal Policy

Unit 4 Economic Decision Making 3 weeks

- Taxation, Employment, Recession, and Recovery, Equity and Income Distribution

Unit 5 The Global Economy: International Trade and Development 4 weeks

- Trade Patterns and Policies, Trade Agreements, the Balance of Payments, Globalization

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.

- *The Role of Technology in the Curriculum*. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.

- *Cooperative Education and Other Workplace Experiences*: The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the six Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

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- In this course, the following evaluation strategies will be used:

Tests Independent Study Research Assignments Individual Verbal Presentations
Quizzes Diagnostic and Formative Assessment Graph Analysis – i.e. Supply and Demand
Seminars Cooperative Group Exercises Data Analysis

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four strands, according to the weightings shown:

25	25	25	25
Knowledge/Understanding	Thinking/Inquiry	Communication	Application

9. 70% Mark on Course Work

• Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student’s 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

25	25	25	25
Knowledge/Understanding	Thinking/Inquiry	Communication	Application
25%	25%	25%	25%
Unit 1		Unit1 Tests, Quizzes, Cooperative Group Activities, Individual verbal presentations, Independent Study Report, Reading Assignments	
Unit 2		Tests, Quizzes, Cooperative Group Activities, Individual verbal presentations, Independent Study Report, Reading Assignments	
Unit 3		Tests, Quizzes, Cooperative Group Activities, Individual verbal presentations, Independent Study Research Essay – ongoing process	
Unit 4		Tests, Quizzes, Cooperative Group Activities, Individual verbal presentations, Independent Study Research Essay	

• *Dates, type, components of the evaluations during the course (as much as is known at the time of writing)*

10. 30% Grade Based on Course Culminating Activities at the end of the semester (15% exam, 15% ISU)

25	25	25
Knowledge/Understanding	Thinking/Inquiry	Communication

11. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

Contact Information:

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