

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

The Individual and the Economy, (CIE3M) Grade 11: University/College 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*
<http://www.edu.gov.on.ca/eng/policyfunding/success.html>

1. Course Details

- Program Area: Social Science
- Course title: The Individual and the Economy, (CIE3M) Grade 11; University/College Preparation: Credit Value 1.0
- Prerequisites: Canadian History Since World War I, Grade 10, Academic or Applied
- Textbook(s) and resource materials that are essential to the course: Economics Now, 2002 By: A. Bolotta et al, (\$85)

2. Overall Goals

- Course Description:

This course examines the changing Canadian economy and helps students develop an understanding of their own role as economic agents. Students will apply economic models and concepts to assess the roles of the various stakeholders in the Canadian economy and analyse the interactions among them. Students will consider the economic behaviour of the individual as consumer, contributor, and citizen in a mixed economy and will apply economic inquiry, critical-thinking, and communication skills to make and defend informed economic decisions.

• Overall Expectations are 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 how the scarcity of economic resources requires individuals and societies to make economic choices;
- * explain the principles of sound personal financial planning;
- * analyse trends in labour markets.

- in Economic Stakeholders:

- * analyse the factors that influence consumer demand and satisfaction in the marketplace ;
- * explain a variety of ways in which individuals (“producers”) contribute to the economy ;
- * analyse the factors that affect the socio-economic position of people in Canada;
- * describe the economic rights and responsibilities of citizens.

- in Self-Interest and Interdependence:

- * explain how self-interest in a market makes consumers and producers interdependent;
- * describe ways in which governments in Canada intervene in the economy to balance the competing self-interests of stakeholders;
- * assess the extent, nature, and impact of Canada’s economic interdependence with other nations.

- in Economic Institutions:

- * identify the distinguishing characteristics of Canada’s economic system;
- * explain the functions of markets, profits, and the process of economic decision making in the private sector;
- * analyse the role and impact of government in the Canadian economy;
- * analyse the role and impact of organized labour in the Canadian economy.

- in Methods of Economic Inquiry and Communication

- * use methods of economic inquiry to locate, gather, evaluate, and organize information from a variety of sources;
- * analyse specific economic situations, using appropriate economic concepts, models, and methods of economic inquiry;
- * communicate the results of economic inquiries, using appropriate economic terms and concepts 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/business1112currb.pdf>

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 are 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.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-centred. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner centred, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations..
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

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.

- In this course, the following evaluation strategies may be used: Graphing, Reports, Quizzes, Tests, Oral Presentations, Research Assignments, 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: Knowledge 25%, Thinking 25%, Communication 25% and Inquiry 25%.

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.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities are included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester
- Final Examination at the conclusion of the semester 15% and an ISU 15%.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. 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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Knowledge/Understanding

Knowledge/Understanding
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Unit 1