

Sir John A. Macdonald Collegiate Institute Course Brief 2020

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|-----------------------|---|-------------------------------------|-----|
| Course Name | Analysing Current Economic Issues | Grade | 12 |
| Course Code | CIA4U | Credit Value | 1.0 |
| Pre-Requisite | Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | Or Recommended Pre-Requisite | |
| Type of Course | University | | |

TEXTBOOKS

Economics Now Analyzing Current Issues (Bolotta, Hawkes, Mahoney, Piper)

REPLACEMENT COST (if lost or damaged)

\$116.95

ADDITIONAL RESOURCES/LEARNING MATERIALS

N/A

REPLACEMENT COST (if lost or damaged)

N/A

Course Description

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Curriculum Strands/Categories (this may differ depending on discipline and level)

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and/or processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contexts

Assessment and Evaluation of Student Achievement*

| Unit | Unit Title/Description | Evaluation Task | Achievement Chart Focus |
|-------------|--|--|---|
| Unit 1 | Fundamentals of Economics | Comprehensive Test(s); Current Article Analysis and Presentation | Knowledge and Understanding, Thinking, Communication, Application (hereinafter "KUTCA") |
| Unit 2 | Firms, Markets and Economic Stakeholders | Comprehensive Test(s); Position Paper | KUTCA |
| Unit 3 | Macroeconomics | Comprehensive Test(s); Article Analysis | KUTCA |
| Unit 4 | Global Interdependence and Inequalities | Comprehensive Test(s); Article Analysis | KUTCA |
| Unit 5 | Economic Inquiry and Skill Development will be covered in other units of the course where relevant | See other units | KUTCA |
| Unit 6 | Culminating Activities | Seminar Presentation and Individual | KUTCA |

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|--|--|--|--|
| | | Written Component (Scrapbook, or Poster or Brochure or Board Game) (rich assessment task) Knowledge focused Exam | |
|--|--|--|--|

*Evaluation tasks are subject to change; subject to change with new curriculum expected shortly

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

| Achievement Level | Percentage Mark Range | Achievement Description |
|--------------------------|--------------------------------|---|
| HL4/L4+ L4 LL4/L4- | 95 – 100 87 – 94 80 – 86 | Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. |
| HL3/L3+ L3 LL3/L3- | 77 – 79 73 – 76 70 – 72 | Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses |
| HL2/L2+ L2 LL2/L2- | 67 – 69 63 – 66 60 – 62 | Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success. |
| HL1/L1+ L1 LL1/L1- | 57 – 59 53 – 56 50 – 52 | Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course |

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

| Learning Skills | Assessment of Learning Skills |
|--|--|
| Responsibility Organization Independent Work Collaboration Initiative Self-Regulation | Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N) |

| Weighting by Strands/Categories | | | |
|---------------------------------|----|---------------|----|
| Knowledge and Understanding | 30 | Communication | 20 |
| Thinking | 20 | Application | 30 |

Assessment and Evaluation Strategies: the following is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

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|------------------------|--------------------|--------------------|-----------------|
| → Classroom Discussion | → Think Pair Share | → Exercises | → Brochure |
| → Jigsaw | → Website Analysis | → Article Analysis | → Game |
| → Presentations | → Skits | → Posters | → Venn Diagrams |
| → Quizzes | → Test | → Scrapbooks | |

CALCULATION OF FINAL MARK

→ 70% for evaluations conducted throughout the course

→ 30% for a Culminating Activity – the C/A will occur in the final 6 weeks of the course